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ABSTRACT

As a supplement to the various program documentation manuals issued by the Illinois Community College Board (ICCB), this three-part guide presents general procedures to be followed by the Illinois community colleges in implementing state policies concerning the submission of required data to the ICCB's Management Information System (MIS). Part I of the guide presents a schedule of due dates for various MIS submissions to the ICCB and then delineates policies and procedures for access to ICCB computer files. Discipline and curriculum code numbers to be used in data submission are presented in Part II, along with a description of the coding structures used in ICCB's faculty and staff classification and an outline of procedures for the classification of students by program major. Finally, Part III presents data formats, explanations, and examples designed to help college personnel transmit required data onto punched cards. These examples cover each of the subsystems of the MIS program, including student enrollment, faculty and staff inventory, room inventory, student completion, and student follow-up. Curriculum approval request forms, keypunch forms, and keypunch instructions are appended. (JP)

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Illinois Community College Board

MANAGEMENT INFORMATION SYSTEMS PROCEDURES MANUAL

FY 1981 Edition

Illinois Community College Board
3085 Stevenson Drive
Springfield, Illinois 62703
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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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.Illinois Community College Board

MANAGEMENT INFORMATION SYSTEMS
PROCEDURES MANUAL

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PREFACE

On July 21, 1978, the Illinois Community College Board approved a revised Policy Manual for the community colleges of Illinois. The intent of the revision was to amend the 1975 edition of the ICCB Manual of Policies, Procedures, and Guidelines so as to separate policies from procedures and guidelines. This would provide a single policy manual which would then be filed with the Office of the Secretary of State as the official "rules" of the Illinois Community College Board in accordance with the Illinois Administrative Procedures Act of 1977.

In adopting the new Policy Manual, the ICCB approved a recommendation of its Ad Hoc Committee, which had developed the document, to "...prepare procedures and/or operating manuals to implement policies..." These procedures are intended to provide clear and understandable statements concerning appropriate plans, steps, and requirements of colleges for implementation of ICCB policies. They are designed to establish and maintain orderly, effective, consistent, and efficient operations of the community college insofar as compliance with ICCB policies is concerned.

Separate procedures manuals have been developed to implement ICCB policies. They are as follows:

Recognition Procedures Manual
Program Approval Procedures Manual
Uniform Accounting Procedures Manual
Unit Cost Study Procedures Manual
Capital Projects/Site and Construction Procedures Manual
Management Information Systems Procedures Manual
Resource Allocation and Management Plan (RAMP/CC)--Distributed by IBHE

The Management Information Systems (MIS) Procedures Manual retains the same general format as previous editions and has been divided into four sections, each pertaining to a given general topic.

Although we foresee very few changes or revisions to this MIS Procedures Manual, when such revisions are necessary we will send you only the revised or additional pages to add to your manual.

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SECTION I

General Information

SCHEDULE OF DUE DATES FOR MIS RELATED SUBMISSIONS TO THE ILLINOIS COMMUNITY COLLEGE BOARD

Apportionment Claims and Course Enrollment Data (S3 Cards)

Enrollment Verification Claims (Includes credit hour grants and equalization grants) ..... Due within 30 days after the end of each semester, quarter or term.

Course Resource Data (S6 Cards)

Required only for the fall term of each year. Generally submitted with the S3 apportionment cards, but due within 30 days after the end of the fall term apportionment period (reporting period). May be submitted each term at option of college. S6 cards are needed for facility utilization and faculty utilization reports.

Faculty and Staff Inventory Data (P2, P5, and P7 Cards)

Faculty and Staff Data for all of the previous fiscal year for full-time teaching faculty and for all full-time professionals, including administrator and counselors, due by August 1. (Data may be submitted by term but must be updated to show all overloads and other assignments during the year.)

Data for part-time teaching faculty is optional. Colleges that wish to have the ICCB produce faculty and staff reports for them to use in RAMP/CC or Unit Cost Study must have data submitted prior to the time needed and must include part-time faculty data.

Facilities Inventory Data

Updates made as needed by changes in campus facilities only.

Student E1 Card Data and Opening Term Enrollment Reports

Term enrollment reports based on end-of-registration counts (snapshot count on a given day) will be due on the following dates:

Fall Term Due Date ---------- October 1
Winter Term Due Date ---------- Two weeks after the 10th day of the term or February 15, whichever is later
Spring Term Due Date ---------- Two weeks after the 10th day of the term or March 15, whichever is later
Summer Term Due Date ---------- Two weeks after last day of the term.

Note: E2 Cards for late enrollments are due 30 days after the end of the term.

INTRODUCTION

Formerly the ICCB MIS Procedures Manual served many of the functions which are presently served by the ICCB MIS documents, such as the Conceptual Design, the Data Base Directory, the Facility Inventory and Utilization Handbook, the Faculty Utilization Handbook, and the various program documentation manuals. Hence, the present MIS Procedures Manual attempts to supplement these documents and not duplicate them. Therefore, this manual is intended for use with these documents. In addition, this manual will be supplemented with MIS Memoranda during the year as needed.

Starting with FY 1975 (July 1974), the first module (Course and Curricula Approval and Apportionment Claims Processing Module) of the seven modules developed by Systems Research, Inc. for the new MIS was implemented. Other modules were implemented on a "phase-in" schedule during FY 1975 and FY 1976. In FY 1976, the full implementation of the faculty and facility modules took place. At this time, the community colleges are involved with an almost complete ICCB MIS System.

These modules of the ICCB MIS will permit data to be aggregated in a variety of ways to supply the requests of the community colleges, state agencies, legislative staffs, and certain reporting entities, such as RAMP/CC.

Section I of this manual contains an introduction, general information, a schedule of due dates for various MIS related submissions to the ICCB, and the policy for access to the ICCB computer files.

Section II contains the HEGIS discipline and curriculum code numbers both in numeric and alphabetical order.

Section III of this document contains the detailed data formats, explanations, and examples which are designed to help the personnel at the colleges complete the various data requirements of the ICCB Management Information Systems. This section is subdivided into various parts which deal with each of the subsystems of the MIS System.

We suggest that this manual be kept in a three-ring notebook with the ICCB MIS memoranda inserted following the MIS Procedures Manual in the same notebook.

Completer C1 Card Data

A completer card for every student who completed a program at any time during the current fiscal year should be submitted after the end of the Spring Term and no later than July 15. However, C1 cards may be submitted at any time during the fiscal year. This is a new submission, and all colleges must submit data beginning with Fiscal Year 1980.

Resource Allocation and Management Plan (RAMP/CC)

Due August 1.

Unit Cost Study Data for Previous Fiscal Year

Due September 15.

Statewide Occupational Student Follow-Up Study

Follow-up of Occupational Program Completers and Non-Completers due to the ICCB on July 15 of each year. (Note: this is required only for colleges included in the 1/5 DAVTE sample each year.) The ICCB has modified the Statewide Occupational Follow-Up Study so that it would satisfy the sampling criteria required by NCES. This modification enables Illinois to satisfy the VEDS requirement with only one-fifth of the colleges conducting a complete follow-up study during a given year.

Salary Survey

ICCB Community College Personnel Salary Survey due October 15.

College Budgets

Due 15 days after adoption but no later than October 15.

College Audits for Previous Fiscal Year

Due October 15.

Uniform Financial Statement

Due October 15.

Chargeback Certificate

Due 30 days after completion of the audit, but no later than December 1.

Report of Published Financial Statement

Copy of statement with evidence of publication due December 1.

REPORTING PERIOD

For purposes of reporting apportionment and enrollments via the E1 card and to ensure that all students are accounted for, it is essential to define reporting periods which include every day in the fiscal year. Hence, the reporting period for both the E1 cards and the S3 cards will be the instructional term. Note that the definition of instructional term is exactly the same as for an apportionment period. This will keep the definitions consistent for all uses.

The following definition of an "instructional term" accounts for all days within the fiscal year:

> An instructional term includes any course or section of a course that has a midterm after the last day of the previous term and through the last day of the current term. All courses and short terms having a midterm date after the end of the Spring Term should be reported in the Summer Term. For statewide reporting purposes, the Summer Term is the first term of the fiscal year (all short summer terms should be reported together) and the Spring Term is the last term of the fiscal year. A course fits into a given instructional term only if its medterm date is within the instructional term.

Since courses can begin at any time during the term or between terms, this definition can include courses which start in the previous term, between terms, or during the term, as long as the midterm of the course falls within the instructional term in question.

Enrollments are reported for a given instructional term only if the enrollments are in courses which are a part of that instructional term (i.e., courses which have their midterm dates within that particular term).

For variable-entry/variable-exit students, an average time of attendance to complete the course must be utilized to determine the midterm which will determine in which instrucional period these students should be reported.

The instructional period codes are as follows:

Code	Instructional Period (Apportionment Period)
1	Summer Term
3	Fall Term
4	Winter Term
6	Spring Term
7	Inter-Terms

Example 1: If the regular school calendar shows the following regular terms:

Summer	-	June 20-August 20
Fall	-	September 5-January 5
Spring	-	February 5-June 5

Enrollments are reported as follows:

Summer (Code 1) Instructional Period - All courses with midterm dates from June 6 through August 20

Fall (Code 3) Instructional Period - All courses with midterm dates from August 21 through January 5

Spring (Code 6) Instructional Period - All courses with midterm dates from January 6 through June 5 plus courses that end prior to July 1

Note that all the instructional periods overlap the regular college terms.

The instructional term is identical to the following definition of "apportionment period":

> Any course or section of a course will be considered a part of the term in which its midterm falls for the purposes of credit hour and equalization grant claims. If the midterm falls between terms, the course or section of a course will be considered a part of the next succeeding term. Any variable-entry/variable-exit course with a determinable midterm will be considered a part of the term in which its midterm falls or, if the midterm falls between terms, it will be considered a part of the next succeeding term. Variable-entry/variable-exit courses for which a midterm cannot be determined will be claimed as a part of the term in which the credit hours are actually generated. If the midterm (or credit hours generated if a midterm cannot be determined) falls after the end of the Spring Term, the course shall be claimed as a part of the Summer Term of the next fiscal year at the rates in effect for that Summer Term. Beginning and ending dates for each term shall be determined by the official college calendar for each district.

PROCEDURE FOR ACCESS TO ICCB PUBLIC COMPUTER FILES VIA TSO

The ICCB MIS is designed to serve not only the ICCB, but also the community colleges directly by providing them with meaningful analyses and reports and indirectly by responding to information requests for public information about the whole system of community colleges of Illinois. To utilize the various features of the MIS at the local level, the ICCB has approved a policy for access to the public files of the system by community colleges and other agencies. This makes it possible for a community college to access the ICCB Course Master File, for example, to check its latest course approvals.

To apply for access to the ICCB public files via TSO, a request and an application for an account must be made to the ICCB. To obtain the application forms contact or write to:

Data Base Manager
Illinois Community College Board
3085 Stevenson Drive
Springfield, Illinois 62703
Telephone: (217) 786-6027

Upon receipt of the request, the ICCB MIS staff will check the form for accuracy and completeness and forward the request to the Consolidated Administrative Computer Center at the University of Illinois for consideration. When the account number is activated, the MIS staff will notify the requesting college by mail that the account number is functional, and at the same time, forward the necessary documentation and procedures to enable the college to access public files via terminal.

Cost considerations:

Hardware - The Consolidated Administrative Computer Center limits the type of terminal hardware that allowed to access the system to those types which are IBM 2741 compatible. Specifically, those they recommend are:

Type	Approximate Cost Per Unit Per Month
Printing IBM 2741 Terminals IBM 3767	$168.00
CRT Hazeltine MOD 1	$ 75.00

Telephone charges - A telephone couplet which leases for approximately $15.00 per month, is also necessary for each unit. Dial-up access over standard telephone lines is charged at regular rates for long distance calls. Colleges can either dial into the Chicago computer system or into the Urbana system based upon the proximity of the college to the computer center.

Processing charges - CACC bills for processing based upon "accounting units." Currently the rate is $.08 per accounting unit. It has been our experience that a CRT will generally use from one to two and one-half accounting units per minute while accessing the course master file.

POLICY ON INFORMATION ACCESS
(Approved by the ICCB April 18, 1975)

It is the policy of the Illinois Community College Board to make available information on the public community colleges in Illinois and their operation in accordance with state and federal statutes. To facilitate planning and operations, the Board encourages access to this information by the colleges and state agencies. At the same time, the Board requires that lawful restraint on the public availablility of information be enforced where necessary to protect the privacy of individuals, and that adequate safeguards be implemented by Board staff to protect these data from unauthorized access.

The ICCB staff will identify machine-readable (computer) files as public, working, or restricted files. (Machine-readable files are those on magnetic tape or magnetic disks from which data can be read by computers or communications equipment.) Public files will be available to any institution, agency, or citizen, upon application, within a reasonable time, and at a cost to the requestor in accordance with state charges for these data or for the cost of reproduction of the files and any associated descriptive or interpretative materials. Examples of public files include inventories of ICCB approved courses and curricula, institutional characteristics data, enrollment data, and facilities inventory data.

Working files are those files created, modified, and used by Board staff in the course of their activities. These files will not ordinarily be made publicly available, but may be made available in response to formal request to the ICCB by state agencies, federal agencies, and institutions in accordance with current practice for similar data in other forms.

Restricted files are those which, by law or custom, are held confidential. These files include the student-based policy data system and the faculty inventory. Since these files contain names, addresses, and other data considered confidential, they shall be made available only in accordance with appropriate statute or regulations, except, however, an Illinois community college may obtain longitudinal data for its own students for bona fide research, provided that the institution, in requesting the data, agrees to provide the same safeguards to the data that the Board itself would provide.

The Board will take appropriate action to safeguard all files from unauthorized changes in the data, but will not warrant to any party the accuracy of machine-readable data beyond the resonable and prudent measures taken by data processors to prepare and verify data and prevent unauthorized access.

Community colleges and other agencies may obtain access to the ICCB computer files designated as "public files" be request from the ICCB staff. The users must comply with procedures and guidelines established by the ICCB staff for this purpose. The access provided to these users will have read-only capability to the computer data files. The capability to edit these files will be reserved for the ICCB staff only.

All ICCB files shall be protected to prevent unauthorized access to data. A system of account numbers and passwords will be implemented which will provide the following safeguards:

1. restricted files:
   a) read-only access limited to ICCB staff members
   b) write access limited to selected ICCB MIS staff members

2. working files:
   a) read-only access limited to ICCB staff members and to agencies making formal requests to the ICCB
   b) write access limited to ICCB staff members

3. public files:
   a) read-only access to all authorized users
   b) write access limited to selected ICCB MIS staff members

The security of the account number and password system will be maintained by periodically changing the access passwords to all files.

CARD SUBMISSION OF MIS DATA

Colleges are now required to use the card transmittal form (Exhibit #1) for all card deck submissions to the ICCB.

Mark the face of the first card in the deck with "F/C" (for first card). Use a broad tip fiber pen.

Mark the back of the last card in the deck with "L/C" (for last card).

Mark the top of the card deck (size permitting) with the following information:

- -District/campus number
- -Card type
- -Term
- -Fiscal year
- -Date submitted

Interpret the following card types:

- -S0, S3, S6, S7
- -Z1's

Prepare a transmittal form with the following information:

a. College name
b. District and campus number
c. Types of cards present in the deck (S3, S6, etc.) and the term and fiscal year for which these cards are applicable
d. The update codes present in the deck (adds, changes, and deletes)
e. The date submitted
f. The name and phone number of the person who should be contacted in case there are problems
g. Any special instructions or comments which will facilitate the processing of the cards.

Package the cards and transmittal forms together in a secure container.

Mail or ship the cards and transmittal forms to:

Data Base Manager
Illinois Community College Board
3085 Stevenson Drive
Springfield, Illinois 62703

Exhibit #1

TRANSMITTAL FORM FOR CARD DECKS
CARD MAILINGS FOR ICCB MIS

a) College Name: _____

b) District: _____

c) Types of Cards Presdent in Deck (S3, S6, etc.)_____

For_____ Term, FY19____

d) Update Codes Present in Deck (Check those Applicable)

____Adds ____Changes ____Deletes

e) Date submitted____/____/____

f) Person to Contact About the Submission: Name_____

Phone #_____

g) Comments/Special Instructions:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

h) If S3 submission, indicate whether regular or correction.

_____

TAPE SUBMISSION OF MIS DATA

Introduction:

Colleges may submit selected MIS data on magnetic tape instead of cards directly to the Administrative Computer Center at the University of Illinois. For efficient processing at the ICCB, we request that only the following data be submitted on tape:

- Apportionment files (S0, S3, S6, S7)
- Student enrollment data (E1 cards)
- Faculty data (P cards)

Procedure for Tape Preparation by the Colleges:

Build the appropriate files (apportionment, etc.) onto a nine track tape which is either 800, 1600, or 6250 BPI. THERE MAY BE ONLY ONE FILE PER TAPE. For example, all "S" cards for a given submission should be in one file on one tape. There should be no separation between the various types of "S" cards, i.e., the S0 record should be in the same file as the S3's and S6's (if present). No other file can be present on the tape.

Prepare two transmittal slips (see Exhibit #2) with the following information:

- College name
- District/campus number
- A description of the file present on the tape
- Data set name (the name of the data set as it is present in the tape label for IBM Standard labels and ANSI labels)
  The only data set names that will be used are:

- Apportionment files (S0, S3, S6, S7)---ICCB.SFILE
- Student enrollment (E1 or E2)----------ICCB.EFILE
- Faculty file (P cards)----------ICCB.PFILE

The inclusion of data set names, other than those listed, will result in the tape not being processed. No exceptions can be accepted.

Type Label:
- SL - IBM Standard Label
- AL - ANSI Label
- NL - No Label

ASCII tapes cannot be processed. Use only EBCDIC.

Volume-Serial Identification:

The external volume serial number that is present on the tape case or reel is made up as follows:

- First three (3) digits---district number

- Next two (2) digits--campus number (if tape is for all campuses of a multi-campus system, place "99" in this area)

- Last (sixth) digit---sequence number - each college should make certain that no tapes which are in transit to the University of Illinois Computer Center have the same volume serial identification.

- For more flexibility in making a unique vol-ser, the two digits used for the campus number may be replaced with numbers other than "01". Only alpha-numeric characters may be used. Please--no special characters. Vol-ser is six digits in length.

Record length - always 80 characters/record

Blocksize - always 40 records/block or 3200 characters

Tape density - 800, 1600, 6250 BPI

Comments (any special instructions or comments that you want)

Contact person and phone number

Prepare a return envelope with sufficient postage (stamps to cover the cost of mailing the tape from the UI Computer Center to the college). DO NOT USE METERED RETURN POSTAGE.

Place the return envelope and a copy of the transmittal form with the tape file.

Package the tape, transmittal form and return envelope securely. Remember - the mail is roughly handled.

Mail the tape, transmittal form, and return envelope to:

Tape Labrarian
University of Illinois
University Office of Administrative
Systems & Services
370 Roosevelt Road Building
Box 4348
Chicago, Illinois 60680

Mail the second copy of the transmittal slip to:

Data Base Manager
Illinois Community College Board
3085 Stevenson Drive
Springfield, Illinois 62703

Procedure for Tape Processing by ACC, University of Illinois

Receive the tape, transmittal slip, and return envelope from the college.

Catalog the tape into the tape library. (The tape librarian keeps track of the tapes with a special mailing log.)

File the transmittal slip and return envelope.

Receive release form (Exhibit #3) from ICCB.

Remove tape(s) from library.

Package the tape(s) securely.

Place the return envelope securely on the packaged tape(s).

Mail the packaged tape(s) to the appropriate college.

Exhibit #2

TRANSMITTAL SLIP
TAPE MAILINGS FOR ICCB MIS

a) College Name_____

b) District_____ Campus_____

c) File description_____

For_____ Term, FY 19____

*d) Data Set Name (Check 1) _____ICCB.SFILE _____ICCB.EFILE _____ICCB.PFILE

If ICCB.SFILE was checked, indicate whether regular, supplemental, or correction.

_____

e) Type label** (Check 1)

_____SL (IBM Standard Label) _____AL (ANSI Label) _____NL (No Label)

f) Volume - Serial Identification_____
(Must be prominantly displayed on submitted tape reel)

g) Record Length 80

h) Block Size 3200 (No other blocking factor allowed)

i) Number of records on tape_____

j) Tape density (Check 1) _____800 BPI _____1600 BPI _____6250 BPI

k) Comments_____

_____

_____

l) Person to Contact About the Submission: _____

_____

Phone: _____

* No other data set names on the internal IBM standard or ANSI label can be processed.

** Unlabeled tapes cannot be secure from inadvertent erasure. We do not recommend the use of unlabeled tapes.

Exhibit #3

FOR ICCB USE ONLY

RELEASE FORM
TAPE MAILINGS FOR ICCB MIS

To: ACC Tape Librarian

From: ICCB Data Base Manager

Please mail the following tapes to the respective colleges. Follow the procedure as outlined in procedures #ICCB0050.

Vol-Serial	Vol-Serial	Vol-Serial

Comments/Special Instructions

PROCEDURES FOR ERROR CORRECTIONS AND MAINTENANCE OF ICCB FILES

Each individual college has the responsibility for validating the accuracy of all submitted data and for correcting all errors that are created by invalid or incorrect data. This list of procedures is designed to aid the colleges in the correction of data present on the ICCB files, particularly in the following files:

Course Master File
Course Enrollment File (S3, S6)
Facility Inventory and Utilization File
Faculty and Staff File

Course Master File:

The course master file is made up of approved courses for each college. For any given course there may be multiple records on file, as the following example indicates:

Record	Seq	Course Credits	Beginning Date	Ending Date
MATH 101	01	3 hours	01/01/76	07/01/76
MATH 101	02	4 hours	06/01/76	--------

In this example, a Form 15 was submitted in to change the course credit hours from three to four. It was requested that the three-hour course become inactive on 07/01/76 and that the "new" course become effective on 06/01/76.

In order to process apportionment claims, an S3 card is submitted (course enrollment card) which must match against the course master. An example of S3 data for the math course illustrated above would be:

Record Type	Course	Course Credits	Beginning Date	Ending Date
S3	MATH 101	3 hours	01/15/76	06/30/76

An S3 with this data would match against the example course master file record (Seq 01) for the following reasons:

- Course prefix and number are identical
- Course credit hours match
- The beginning and ending dates on the S3 record are within the beginning and ending effective dates on the Seq 01 record of the course master file.

Situations that would cause "kickouts" or unmatched conditions that would result in the course not receiving funding follow:

Example 1:

Record Type	Course	Course Credits	Course Beginning Date	Course Ending Date	Error
S3	MATH 101	4 hours	01/15/76	06/30/76	No variable hour approval

Reason for rejection: The apportionment program found the course MATH 101 on the course master file and the date ranges on the S3 placed the course with the Sequence 01 course master file record which was approved for 3 hours credit.

Example 2:

Record Type	Course	Course Credits	Course Beginning Date	Course Ending Date	Error
S3	MATH 101	4 hours	06/15/76	10/15/76	No course on Master File

Reason for rejection: The apportionment program found the course MATH 101 on the course master, but the beginning and ending dates on the S3 did not fall within the range of either the Sequence 01 or the Sequence 02 record on the course master.

Example 3:

Record Type	Course	Course Credits	Course Beginning Date	Course Ending Date	Error
S3	MAT 101	4 hours	06/15/76	10/15/76	No course on Master File

Reason for rejection: The course prefix on the S03 record (MAT) did not match the course prefix on the course master file (MATH).

Note that any requested changes on a Form 15 will change the beginning and ending effective dates of the courses as new sequences are added. For this reason, great care must be exercised in changing courses. Guidelines for changes are listed below:

As a general rule, beginning and ending dates of particular sequences would most likely correspond to the beginning and ending dates of a given semester or term.

Course beginning effective dates cannot be entered as being prior to the approval date (the date placed on the Form 15 as the date the Program Area of the ICCB approved the Form 15) due to Board policy.

Beginning effective dates of new sequences may overlap the ending effective date of the prior sequence as follows:

	Seq		Begin	End
MATH 101	01	3 hours	01/01/76	07/01/76
MATH 101	02	4 hours	03/01/76	--------

A change in a course prefix and/or number does not generate a sequence 02 (or higher) record, but rather a new sequence 01 record since the course prefix and number is part of the key.

If there are any questions concerning changes to the course master file, do not hesitate to write or call Data Base Manager at the Illinois Community College Board, (217) 786-6027, prior to submitting the Form 15's for approval.

Course Enrollment File:

The course enrollment file is a complex file generated from the S3, S6, and S7 records submitted by the colleges. It is used to generate many reports, such as apportionment printouts, FTE enrollment reports, certain facility reports, certain faculty reports, and many other special reports and analyses. The following procedures detail the steps to take in correcting errors, deleting invalid data, or adding additional data to the file:

S3 Record:

All initial submissions of data have an "A" in Column 80.

Changes - the key area (Column 1-19) of the record is an area that cannot be changed by a change (C in Column 80) card.

Changes in headcount (Columns 36-39, 40-43, 44-47, 48-51, 52-55, 56-59) are arithmetic (addition or subtraction). The first 19 columns must be filled in exactly as the original S3 record on file. For additional enrollments, only the additional amounts should be entered. For negative changes, only the amount to be subtracted should be entered by a minus overpunch of the number. Place a "C" in Column 80.

Changes in other (non-headcount fields) are by substitution. (Columns 20-25, 26-31, 32-35). The first 19 columns of the record must be filled in exactly as the original S3 record on file. Only the field(s) that require(s) changing need be filled in. Place a "C" in Column 80. Note also that both changes in headcount and non-headcount files may be sent in on the same card.

Deletes:

Due to the critical nature of the course enrollment file for determining enrollments for the eight funding categories, it is necessary to remove erroneous or extraneous data from the file. It has been the practice of some colleges, if they have submitted data with errors in Columns 1-19 of the S3 record, to leave the erroneous record in file, and just submit a new S3 record with the correct data. This practice results in the inflation of FTE enrollment totals for the college, and it is difficult to reconcile these figures at the end of the year.

Due to the structure of the course enrollment file, a deletion of the S3 records also deletes the corresponding S6 data on file, for it is usually the case that if an error is present in Columns 1-19 of the S3, the same error is present in Columns 1-19 of the S6. For this reason, if an erroneous S3 is being deleted and a corrected version is to be added, the corresponding S6's must also be added. S7's are not affected.

To delete an S3, duplicate Columns 1-19 of the original erroneous S3 and place a "D" in Column 80. Note that this will not be the procedure for deleting an erroneous S6.

S6 Records:

All initial submission of data have an "A" in Column 80.

Changes - due to the complexity of the key area on the S6 card, we discourage the use of change cards for making error corrections.

Delete:

To delete an S6 record, duplicate the erroneous S6 record in its entirety from Columns 1-79. Place a "D" in Column 80.

In most cases, a delete to correct an error situation will be followed by an add card. Prepare a corrected card in its entirety from Columns 1-79. Place an "A" in Column 80.

Facility Inventory Records:

The Facility Inventory File consists of the following record types:

- F-3, F-6 (Facility Data)
- B-3 (Building Data)
- R-3 (Room Data)

In order to better understand how the updating of this file is accomplished, the following excerpt from the "Facility Inventory and Utilization System/System Documentation" Manual is provided:

If the transaction contains an "A" (Add) in the update field, an attempt will be made to add the record to the master file. If a record with the same key (campus, facility identifier, building identifier, room identifier) is found on the master file, the update transaction will be ignored and the message "INVALID UPDATE - RECORD IGNORED" will be printed on the output report along with the key information identifying the record. If no match is made, the record will be added to the master file.

To modify records aleady existing on the master file, an update code of "C" (Change) must be used. Only those fields that must be modified (non-blank fields) and the key information (campus, facility, building, and room) are required on the input record, and the non-blank fields will replace data currently maintained in the record. If an attempt is made to modify a record that doesn't presently exist on the file, the message "NO MASTER RECORD FOR UPDATE" will be printed along with the key information identifying the record on the printed output report. The record will be ignored and processing will continue.

To delete a record, an update code of "D" (Delete) plus the key information is required. If the record to be deleted does not exist, the following message will be given "NO MASTER RECORD FOR UPDATE" along with the key information from the delete record on the printed output report.

A specific hierarchy of records is not required to build the facility file. Thus, room information may be added without the corresponding building information pre-existing on the master file. The user should check the facility, building, and room reports to ensure that all records have been added to the correct section of the file and that the hierarchical file integrity does exist. Each record input to the file is denoted by the length of the key information as well as the record type. Facility records require only a facility identifier; building records require both a facility and building identifier; and room records require a facility, building, and room identifier. The user will, therefore, have to exercise care when deleting higher level (facility or building) records from the file. If, for example, a facility record is deleted from the master file, all building and room records relating to that record will also be deleted.

The following messages, along with the key information of the highest level record being deleted, will be given when deleting facility, building, or room records respectively:

"FACIL/BUILD/ROOM RCDS DELETED"
"BUILDING/ROOM RECORDS DELETED"
"ROOM RECORD DELETED"

After each update run, all messages should be checked to ensure that the correct action was instituted.

Updating the Facility File:

Adds - The key area of the Facility records are in Columns 1-23. To add records to the file, follow the data formats as specified in Section III of this manual, placing an "A" in Column 80.

Changes - The key is in columns 1-23 of the Facility cards and cannot be modified with a change card. A change to any field on any of the records (F-3, F-6, B-3, R-3) is done by duplicating the first 23 positions of the record as it is present on the file, and then providng the corrected data only in those fields that need to be modified. Place a "C" in Column 80.

Deletes - To delete a record (or series of records), duplicate columns 1-23 of the record as it appears on the file. Leave columns 24-79 blank. Place a "D" in Column 80. (See restrictions on previous page.)

Faculty and Staff Records:

The faculty and staff file consists of the following records: P-2, P-3, P-4, P-5, P-7. In order to better understand the procedures for maintaining the file, the following excerpts from the "Faculty and Staff Module System Documentation" is provided.

If the transaction contains an "A" (Add) in the update field, an attempt will be made to add the record to the master file. A specific hierarchy of records is required to build the faculty master file. Thus, appointment information requires previously input faculty information. Assignment information may not be added unless the corresponding appointment information was previously added, and activity information may not be added without the corresponding assignment information. This hierarchical structure exists to ensure the accuracy of the information that exists on the file. Many of the reports use information from several different levels of the structure.

Each record input to the file is denoted by the length of the key information as well as the record type. Faculty information records require only a social security number; appointment records require both a corresponding social security number and an appointment number; assignment records require a social security number, a corresponding appointment number, and an assignment; activity records require a social security number, a corresponding assignment number, and an activity number.

If an attempt is made to add a record to the file and a higher level record does not exist for the given record, then a message will be printed and the record will not be added. If the message "NO ASSIGN DATA RCRD FOR UPDATE" is given preceded by the record key, then the assignement record and/or the appointment record and/or the faculty information record for the given activity record is missing.

If a record with the same key (campus, social security number, appointment number, assignment number, activity number) is found on the master file, the udpate transaction will be ignored and the message "INVALID UPDATE - RECORD IGNORED" will be printed on the output report along with the key information identifying the record. If no match is made, the record will be added to the master file.

To modify records already existing on the master file, an update code of "C" (Change) must be used. Only those fields that must be modified (non-blank fields) and the key information are required on the input record. The non-blank fields will replace data currently maintained in the record. If an attempt is made to modify a record that doesn't presently exist on the file, the message "NO MASTER RECORD FOR UPDATE" will be printed along with the key information identifying the record on the printed output report. The record will be ignored and processing will continue.

Again, because of hierarchical file structures, the user will have to exercise care when deleting higher level (faculty information, appointment, or assignment) records from the file. If, for example, a faculty information record is deleted from the master file, all appointment, assignment, and activity information relating to that information record will also be deleted.

The following messages, along with the key inforamtion of the highest level record being deleted, will be given when deleting faculty information, appointment, assignment, or activity records, respectively:

"FACULTY-STAFF RECORDS DELETED"
"APPT/ASSIGN/ACT RCRDS DELETED"
"ASSIGNMENT/ACTIVITY RCDS DLTE"
"ACTIVITY RECORD DELETED"

These messages will be given even if no lower level members exist in the hierarchy. After each update run, all messages should be checked to ensure that the correct action was instituted.

Deletes - Duplicate the first 22 positions of the record(s) that should be deleted. Place a "D" in Column 80.

SUBMISSION OF FORM 15 AND FORM 20 DATA ON CARDS

Colleges may submit the "M3" and "M6" cards for Form 15's and the "D3 and "D6" cards for the Form 20A's

Procedures for Preparation of the Course and Curriculum Master Cards

Adding a new course or curriculum.

(Definition: A new course or curriculum is one for which there is not existing corresponding prefix or number present on the course or curriculum master file, even in a withdrawn status.)

Complete all items on the Form 15 and Form 20 except the sequence key and the course ending effective data. Please pay particular attention to the following item:

- Complete all the items at the top of the Form 15 or Form 20 which are enclosed in the horizontal box. All new approval requests should be marked "A" for Add;
- Credit hour and contact hour items have two decimal places--for example, request for a four credit hour course should be entered as 0 4 0 0 ;
- Course initial effective date must be on or prior to the beginning of the first term for which apportionment is desired.

Keypunch two cards for each Form 15 or Form 20. Each data element must be keypunched except Columns 54-79 on the "M6" or "D6" card. There must be an "A" in Column 80 on both cards submitted.

Fasten the two cards to the Form 15 or Form 20 with a paperclip (do not staple).

Submit the Form 15 and Form 20 and the cards to the appropriate ICCB Program staff.

Complete all items at the top of the Form 15 or Form 20 which are enclosed in the horizontal box. All changes should be marked C-Change. A withdrawal is considered a change in Ending Effective Date.

Complete all the items at the right side of the Form 15 or Form 20 which are enclosed in the square box. The sequence key is the sequence of the old course or curriculum record for which the change is to be applied. The course Ending Effective Date (withdrawal date) must be after the ending date of any term for which the original course will be eligible for apportionment.

Complete only the items that you desire to change, and circle these items in red.

Complete the Course Initial Effective Date. This date is the effective date of the change required. For a course to qualify for apportionment for a given term, its effective beginning date must be prior to the course beginning date of the term in which the course is offered. Note: a change in an existing course in effect terminates the course as it existed on the ending effective date specified, and initiates a new sequence of the course which reflects the requested change. Therefore, the sequence is automatically incremented by one. The sequence number indicates the number of changes made to an existing course over a period of time.

Keypunch either one or two cards from the Form 15 or Form 20 based upon the folloiwng criteria:

- For any change that requires an "M3 or "D3", and "M6" or "D6" is also required (because the ending effective date is on the "6" card).
- For any change in which the data elements to be changed are only on the "M6" or "D6" only the "M6" or "D6" need be punched. (For example, a straight withdrawal of a course requires only an "M6" card.)
- For any card or cards, columns 1-18 must be punched in their entirety.
- Any "M6" or "D6" must have the ending effective date punched.
- There must always be a "C" in Column 80.
- Excluding the three previous items above, only those items which are to be changed need to be punched.

Fasten the card(s) to the Form 15 or Form 20 with a paperclip (do not staple).

Submit the Form 15 or Form 20 and the cards to the appropriate ICCB Program staff.

Changing a course or curriculum prefix and/or number: Since the course/curriculum prefix and number is part of the key and determines the unique course/curriculum identifier, any change in course prefix or course number must be made by withdrawing the old course/curriculum on one Form 15 or Form 20 and adding the new course/curriculum on a second attached Form 15 or Form 20.

Complete the withdrawal Form 15 or 20 using the criteria outlined on the previous page.

Complete the ADD Form 15 or 20 using the criteria outlined on the previous page.

Keypunch an "M6" or "D6" for the withdrawal.

Keypunch the M3, M6, or D3, D6 cards for the new course.

Fasten the three cards to the two Form 15's or Form 20's with a paperclip (do not staple).

Submit the Form 15 or Form 20 and the cards to the appropriate ICCB Curriculum staff.

Important! Withdrawing a course does not mean that you can come back later and add a course with the same prefix and number. If you want to use the same prefix and number for an entirely different course, simply change the data elements in the original record by change cards. Do not attempt to withdraw the course and then re-add.

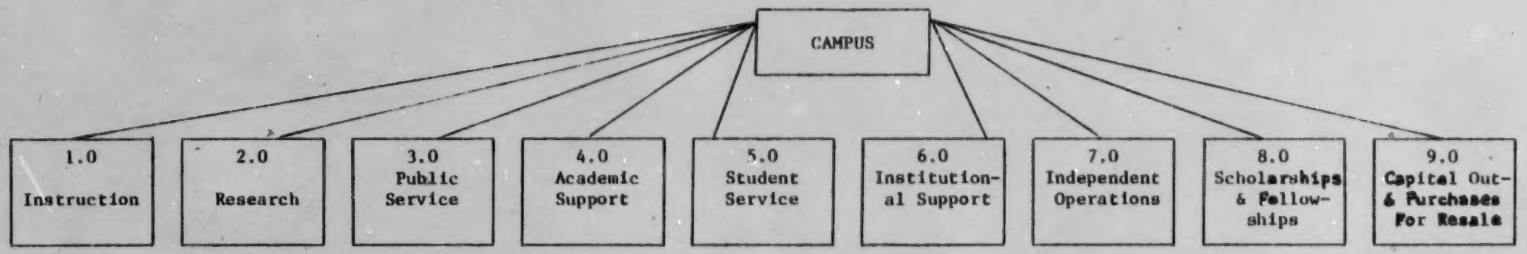
SECTION II

CLASSIFICATION STRUCTURE

1. ICCB Modified NCHEMS Program Classification Structure Code
2. HEGIS Program Category Classification
3. Faculty and Staff Classification Structure
4. Facilities Room Use Category Codes

ICCB MODIFIED NCHEMS

PROGRAM CLASSIFICATION STRUCTURE



**

1.1 Baccalaureate Instruction*
1.2 Occupational & Vocational
1.3 Community Education
1.4 Remedial/ Developmental*
1.5 General Studies*
1.6 Vocational Skills*
1.7 Adult Basic Ed.*
1.8 Adult Secondary Education*

2.1 Institutes & Research Centers
2.2 Individual or Project Research

3.1 Patient Services
3.2 Community Services
3.3 Cooperative Extension Serv.
3.4 Public Broadcasting Services

4.1 Libraries
4.2 Museums & Galleries
4.3 Audio-visual Serv.
4.4 Computing Support
4.5 Ancillary Support
4.6 Academic Administration
4.7 Course & Curriculum Development
4.8 Academic Personnel Development

5.1 Student Service Administration
5.2 Social & Cultural Development
5.3 Counseling & Career Guidance
5.4 Financial Aid Administration
5.5 Student Auxiliary Services
5.6 Intercollegiate Athletics
5.7 Student Recruitment, Admissions and Records

6.1 Executive Management
6.2 Fiscal Operations
6.3 General Administrative Serv.
6.4 Logistical Services
6.5 Physical Plant Operations
6.6 Faculty & Staff Auxiliary Services
6.7 Public Relations & Development

7.1 Institutional Operations
7.2 Outside Agencies

8.1 Scholarships
8.2 Fellowships

9.1 Cost of Purchase for Resale
9.2 Capital Expenditures
9.3 Capital Cost--Building and Land Improvement
9.4 Capital Cost--Equipment

*Denotes ICCB modification
**Additional program used in the NCHEMS IEP listing

ICCB PROGRAM CLASSIFICATION STRUCTURE (PCS)

CODE	TITLE
1.1.XXXX.XX	Baccalaureate Instruction (delineated to discipline and course level)
1.2.XXXX.XX	Occupational and Vocational Instruction (delineated to discipline and course level)
1.3	Community Education
1.4	Remedial/Developmental Education
1.5	General Studies
1.6	Development and/or Review of Vocational Skills
1.7	Adult Basic Education
1.8	Adult Secondary Education
2.1	Institutes and Research Centers
2.2.XX00	Individual or Project Research (delineated to program category)
3.1	Patient Services
3.2	Community Services
3.3	Cooperative Extension Services
3.4	Public Broadcasting Services
4.1	Libraries
4.2	Museums and Galleries
4.3	Audiovisual Services
4.4	Computing Support
4.5.XX00	Ancillary Support (delineated to program category)
4.6.XX00	Academic Administration (delineated to program category)
4.7.XX00	Course and Curriculum Development (delineated to program category)
4.8.XX00	Academic Personnel Development (delineated to program category)
5.1	Student Service Administration
5.2	Social and Cultural Development
5.3	Counseling and Career Guidance
5.4	Financial Aid Administration
5.5	Student Auxiliary Services
5.6	Intercollegiate Athletics
5.7	Student Recruitment, Admissions and Records
6.1	Executive Management
6.2	Fiscal Operations
6.3	General Administrative Services
6.4	Logistical Services
6.5	Physical Plant Operations
6.6	Faculty and Staff Auxiliary Services
6.7	Public Relations and Development
7.1	Independent Operations/Institutional
7.2	Independent Operations/Outside Agencies
8.1	Scholarships
8.2	Fellowships
9.1	Cost of Purchase for Resale
9.2	Capital Expenditures
9.3	Capital Cost--Building and Land Improvement
9.4	Capital Cost--Equipment

SIX DIGIT PCS CODE

The first digit of the code refers to the major objectives of a postsecondary institution. The major programs have been defined by PCS as:

1.0	Instruction	5.0	Student Service
2.0	Research	6.0	Institutional Support
3.0	Public Service	7.0	Independent Operations
4.0	Academic Support	8.0	Scholarships and Fellowships

The second number in the code is used to specify subprograms (subobjectives of the programs). The instruction program contains the following subprograms:

1.1 Baccalaureate Instruction
1.2 Occupational and Vocational Instruction
1.3 Community Education
1.4 Remedial/Developmental Education
1.5 General Studies
1.6 Development and/or Review of Vocational Skills
1.7 Adult Basic Education
1.8 Adult Secondary Education

A program cateogry is a classification of similar or related activities by discipline area or major function. In the Instruction, Research, Public Service, and Academic Support programs, the coding of the program category corresponds to the standard taxonomy of fields of study used in the Higher Education General Information Survey (HEGIS). Four digits are used to denote specific discipline areas. The first two digits specify the program category and the second two define the program subcategory.

Example:	1.1	0502	Baccalaureate Instruction--Accounting
	1.1	0503	Baccalaureate Instruction--Business Statistics
	1.2	5208	Occupational and Vocational Instruction--Registered Nursing
	5.3	0000	Student Services--Student Counseling
	4.1	0000	Academic Support--Libraries

PROGRAM (DISCIPLINE) CATEGORIES

0000	General
0100	Agriculture and Natural Resources
0200	Architecture and Environmental Design
0300	Area Studies
0400	Biological Sciences
0500	Business Management
0600	Communications
0700	Computer and Information Sciences
0800	Education
0900	Engineering
1000	Fine and Applied Arts
1100	Foreign Languages
1200	Health Professions
1300	Home Economics
1400	Law
1500	Letters
1600	Library Science
1700	Mathematics
1800	Military Sciences
1900	Physical Sciences
2000	Psychology
2100	Public Affairs and Services
2200	Social Sciences
2300	Theology
4900	Interdisciplinary Studies
5000	Business and Commerce Technologies
5100	Data Processing Technologies
5200	Health Services and Paramedical Technologies
5300	Mechanical and Engineering Technologies
5400	Natural Science Technologies
5500	Public Service Related Technologies
6600	Agriculture Extension Service
6700	Urban Extension Service
7100	Student Development
7200	Intercollegiate Athletics
7300	Supporting Services
7400	Special Student Services
8100	Central Operations
8200	Functional Operations
8300	Maintenance Operations
8400	Plant Expansion and Modification (Noncapital)
9100	Other Instruction
9200	Other Organized Research
9300	Other Public Service
9400	Other Academic Support
9500	Other Student Services
9600	Other Institutional Support
9700	Institutional Operations
9800	Outside Agencies
9900	Institutions Unique

REVISION IN PCS - HEGIS CODING

A change in PCS-HEGIS coding of courses and programs was made to ensure that the courses are properly assigned to the correct programmatic structure and the corresponding funding category. This change affected the two new areas of ABE and ASE. Two new PCS codes (1.7 - Adult Basic Education and 1.8 - Adult Secondary Education) were also added. This allows the use of any HEGIS code within these two areas. A comparison of the new coding system with the old coding system appears below.

	OLD CODING SYSTEM		NEW CODING SYSTEM	
	PCS	HEGIS	PCS	HEGIS
Baccalaureate	1.1	0101 to 4985	SAME	
Occupational	1.2	0101 to 5999	SAME	
Remedial/Developmental	1.4	0100 to 5399	SAME	
General Studies (Other)	1.5	0101 to 5999	SAME	
Development and/or Review of Vocational Skills	1.6	0101 to 5999	1.6	5000 to 5999
Community Education (Non-Credit)	1.3	0101 to 5999	SAME	
Adult Basic Education	1.4	4986	1.7	0101 to 5999
Adult Secondary Education	1.4	4987	1.8	0101 to 5999

FUNDING CATEGORIES AS DEFINED BY PCS AND HEGIS CODES

New Funding Categories For FY 1981	PCS and HEGIS Codes
1. Baccalaureate and General Academic	1. All courses with PCS Code 1.1 and courses with PCS Code 1.2 that have HEGIS Code between 0100 and 4999. PCS 1.1 HEGIS 0101 - 4999 PCS 1.2 HEGIS 0101 - 4999
2. Business Occupational and Vocational	2. Occupational Career courses with PCS Code 1.2 and HEGIS Codes 5001 to 5006, 5076 to 5099, and 55XX. Vocational Skills courses with PCS Code 1.6 and HEGIS Codes 5001 to 5006, 5076 to 5099, and 55XX.
3. Technical Occupational and Vocational	3. Occupational Career courses with PCS Code 1.2 and HEGIS Codes 5007 to 5012, 5073 to 5075, and 51XX. Occupational Career courses with PCS Code 1.2 and HEGIS Codes 53XX and 54XX. Vocational Skills courses with PCS Code 1.6 and HEGIS Codes 5007 to 5012, 5073 to 5075, and 51XX. Vocational Skills courses with PCS Code 1.6 and HEGIS Codes 53XX and 54XX.
4. Health Occupational and Vocational	4. Occupational Career courses with PCS Code 1.2 and HEGIS Codes 52XX. Vocational Skills courses with PCS Code 1.6 and HEGIS Codes 52XX.
5. Remedial/Developmental	5. All courses with PCS Code 1.4.
6. Adult Basic Education/General Education Development (ABE/GED)	6. Courses with PCS Code 1.7 and 1.8.
7. General Studies	7. All courses with PCS Code 1.5.

FOUR DIGIT HEGIS PROGRAM CATEGORIES CODES

(These codes may be used with any of the PCS codes)

Number and Name of Discipline Encompassing Several Subject Fields (Curriculums)	Subject field designations which characerize students, faculty, facilites, credit curriculums, projects, etc., having to do with:
AGRICULTURE AND NATURAL RESOURCES	The production of food and management of natural fiber, plant, forest, and wildlife resources
0101 Agriculture, general	
0102 Agronomy (field crops and crop management)	
0103 Soils science (management and conservation)	
0104 Animal science (husbandry)	
0105 Dairy science (husbandry)	
0106 Poultry science	
0107 Fish, game, and wildlife management	
0108 Horticulture (fruit and vegetable production)	
0109 Ornamental horticulture (floriculture, nursery science)	
0110 Agriculture and farm management	
0111 Agricultural economics	
0112 Agricultural business	
0113 Food science and technology	
0114 Forestry	
0115 Natural resources management	
0116 Agriculture and forestry technologies (baccalaureate and higher programs)	
0117 Range management	
0199 Developmental, general (remedial, basic skills, etc.)	
ARCHITECTURE AND ENVIRONMENTAL DESIGN	Training for a profession in designing buildings, communities, parks and other manmade aspects of the physiosocial environment
0201 Environmental design, general	
0202 Architecture	
0203 Interior design	
0204 Landscape architecture	
0205 Urban architecture	
0206 City, community and regional planning	
0299 Developmental, general (remedial, basic skills, etc.)	
AREA STUDIES	Programs designed to study cultures indigeneous to specific geographic regions
0301 Asian studies, general	
0302 East Asian studies	
0303 South Asian (India, etc.) studies	

0304 Southeast Asian studies
0305 African studies
0306 Islamic studies
0307 Russian and Slavic studies
0308 Latin American studies
0309 Middle Eastern studies
0310 European studies, general
0311 Eastern European studies
0312 West European studies
0313 American studies
0314 Pacific area studies
0399 Developmental, general (remedial, basic skills, etc.)

BIOLOGICAL SCIENCES

The science of life of living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction and structure of life forms

0401 Biology, general
0402 Botany, general
0403 Bacteriology
0404 Plant pathology
0405 Plant pharmacology
0406 Plant physiology
0407 Zoology, general
0408 Pathology, human and animal
0409 Pharmacology, human and animal
0410 Physiology, human and animal
0411 Microbiology
0412 Anatomy
0413 Anatomy
0414 Biochemistry
0415 Biophysics
0416 Molecular biology
0417 Cell biology (cytology, cell physiology)
0418 Marine biology
0419 Biometrics and biostatistics
0420 Ecology
0421 Entomology
0422 Genetics
0423 Radiobiology
0424 Nutrition, scientific (excludes nutrition in home economics and dietetics)
0425 Neurosciences
0426 Toxiology
0427 Embryology
0499 Developmental, general (remedial, basic skills, etc.)

BUSINESS AND MANAGEMENT

The organization, operation, administration and control of private and public organizations

0501 Business and commerce, general
0502 Accounting
0503 Business statistics
0504 Banking and finance

0505 Investments and securities
0506 Business management and administration
0507 Operations research
0508 Hotel and restaurant management
0509 Marketing and purchasing
0510 Transportation and public utilities
0511 Real estate
0512 Insurance
0513 International business
0514 Secretarial studies (baccalaureate and higher programs)
0515 Personnel management
0516 Labor and industrial relations
0517 Business economics
0599 Developmental, general (remedial, basic skills, etc.)

COMMUNICATIONS

The collection, preparation and presentation of ideas and information intended for popular consumption through mass media

0601 Communications, general
0602 Journalism (printed media)
0603 Radio/television
0604 Advertising
0605 Communication media (use of videotape, films, etc., oriented specifically toward radio/television)
0699 Developmental, general (remedial, basic skills, etc.)

COMPUTER AND INFORMATION SCIENCES

The design, development and application of computer capabilities to data storage and manipulation and related computational procedures

0701 Computer and information sciences, general
0702 Information sciences and systems
0703 Data processing
0704 Computer programming
0705 Systems analysis
0799 Developmental, general (remedial, basic skills, etc.)

EDUCATION

The administration and control of educational organizations and institutions and subjects related to instruction and and services both within and outside of such formal organizations

0801 Education, general
0802 Elementary education, general
0803 Secondary education, general
0804 Junior high school education
0805 Higher education, general
0806 Junior and community college education
0807 Adult and continuing education
0808 Special education, general
0809 Administration of special education

0810 Education of the mentally retarded
0811 Education of the gifted
0812 Education of the deaf
0813 Education of the culturally disadvantaged
0814 Education of the visually handicapped
0815 Speech correction
0816 Education of the emotionally disturbed
0817 Remedial education
0818 Special learning disabilities
0819 Education of the physically handicapped
0820 Education of the multiple handicapped
0821 Social foundations (history and philosophy of education)
0822 Educational psychology (include learning theory)
0823 Pre-elementary education (kindergarten)
0824 Educational statistics and research
0825 Educational testing, evaluation and measurement
0826 Student personnel (counseling and guidance)
0827 Educational administration
0828 Educational supervision
0829 Curriculum and instruction
0830 Reading education (methodology and theory)
0831 Art education (methodology and theory)
0832 Music education (methodology and theory)
0833 Mathematics education (methodology and theory)
0834 Science education (methodology and theory)
0835 Physical education
0836 Driver and safety education
0837 Health education (include family life education)
0838 Business, commerce and distributive education
0839 Industrial arts, vocational and technical education
0885 Instructional materials (audio-visual, production, etc.)

ENGINEERING

The practical application of basic scientific knowledge to the design, production and operation of systems intended to facilitate man's control and use of his natural environment

0901 Engineering, general
0902 Aerospace, aeronautical and astronautical engineering
0903 Agricultural engineering
0904 Architectural engineering
0905 Bioengineering and biomedical engineering
0906 Chemical engineering (include petroleum refining)
0907 Petroleum engineering (exclude petroleum refining)
0908 Civil, construction and transportation engineering

0909 Electrical, electronics and communications engineering
0910 Mechanical engineering
0911 Geological engineering
0912 Geophysical engineering
0913 Industrial and management engineering
0914 Metallurgical engineering
0915 Materials engineering
0916 Ceramic engineering
0917 Textile engineering
0918 Mining and mineral engineering
0919 Engineering physics
0920 Nuclear engineering
0921 Engineering mechanics
0922 Environmental and sanitary engineering
0923 Naval architecture and marine engineering
0924 Ocean engineering
0925 Engineering technologies (baccalaureate and higher programs)
0999 Developmental, general (remedial, basic skills, etc.)

FINE AND APPLIED ARTS

The creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual and non-visual representations and symbols

1001 Fine arts, general
1002 Art (painting, drawing, sculpture)
1003 Art history and appreciation
1004 Music (performing, madrigalists, theory, band, chorus)
1005 Music (liberal arts program, vocal instrumental)
1006 Music history and appreciation (musicology)
1007 Dramatic arts
1008 Dance
1009 Applied design (ceramics, weaving, textile design, jewelry, metalsmithing, interior decoration, commercial art, fashion design)
1010 Cinematography
1011 Photography
1099 Developmental, general (remedial, basic skills, etc.)

FOREIGN LANGUAGES

The mastery of a language other than English or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the vernacular language

1101 Foreign languages, general (includes concentration on more than one foreign language without major emphasis on one language)
1102 French
1103 German
1104 Italian
1105 Spanish

1106 Russian
1107 Chinese
1108 Japanese
1109 Latin
1110 Greek, classical
1111 Hebrew
1112 Arabic
1113 Indian (Asiatic)
1114 Scandinavian language
1115 Slavic languages (other than Russian)
1116 African languages (non-Semitic)
1199 Developmental, general (remedial, basic skills, etc.

HEALTH PROFESSIONS

The maintenance and restoration of physical and mental health

1201 Health professions, general
1202 Hospital and health care administration
1203 Nursing (baccalaureate and higher programs)
1204 Dentistry, D.D.S. or D.M.D. degree
1205 Dental specialties (work beyond first professional degree, DDS. or D.M.D.)
1206 Medicine, M.D. degree
1207 Medical specialties (work beyond first professional degree, M.D.)
1208 Occupational therapy
1209 Optometry
1210 Osteopathic medicine, D.O. degree
1211 Pharmacy
1212 Physical therapy
1213 Dental hygiene (baccalaureate and higher programs)
1214 Public health
1215 Medical record librarianship
1216 Podiatry (Pod. D. or D.P.) or podiatric medicine (D.P.M.)
1217 Biomedical communication
1218 Veterinary medicine (D.V.M. degree)
1219 Veterinary medicine specialties (work beyond first professional degree, D.V.M.)
1220 Speech pathology and audiology
1221 Chiropractic
1222 Clinical social work (medical and psychiatric and specialized rehabilitation services)
1223 Medical laboratory technolgies (baccalaureate and higher programs)
1224 Dental technologies (baccalaureate and higher programs)
1225 Radiologic technologies (baccalaureate and higher programs)
1283 Pre-veterinary medicine
1284 Pre-dental
1285 Pre-medical
1299 Development, general (remedial, basic skills, etc.)

HOME ECONOMICS 1301 Home economics, general 1302 Home decoration and home equipment 1303 Clothing and textiles 1304 Consumer economics and home management 1305 Family relations and child development 1306 Foods and nutrition (include dietetics) 1307 Institutional management and cafeteria management 1398 Homemaking 1399 Developmental, general (remedial, basic skills, etc.)	The theory and practice of family and home care including the science of foods, home decoration and management and child care
LAW 1401 Law, general 1485 Pre-law 1499 Developmental, general (remedial, basic skills, etc.)	The legal customs, practices and rules of society and states for the purpose of pursuing a career in jurisprudence
LETTERS 1501 English, general 1502 Literature 1503 Comparative literature 1504 Classics 1505 Linguistics (include phonetics, semantics and philology) 1506 Speech, debate and forensic science (rhetoric and public address) 1507 Creative writing 1508 Teaching of English as a foreign language 1509 Philosophy 1510 Religious studies (exclude theological professions) 1585 Reading, accelerated 1597 Developmental, reading (remedial) 1598 Developmental, English (remedial) skill 1599 Developmental, general (remedial, basic skills, etc.)	The English language and literature and value systems related to ancient and modern cultures
LIBRARY SCIENCE 1601 Library science, general 1699 Developmental, general (remedial, basic skills, etc.)	The instruction in the professional skills required to organize collections of books and related materials and the training necessary for providing services related to them

MATHEMATICS	The science of numbers and space configurations and their operations, measurement, relationships and abstractions
1701 Mathematics, general	
1702 Statistics, mathematical and theoretical	
1703 Applied mathematics	
1799 Developmental, general (remedial, basic skills, etc.)	
MILITARY SCIENCES	The techniques and skills unique to the pursuit of a professional career as a military officer
1801 Military science (Army)	
1802 Naval science (Navy, Marines)	
1803 Aerospace science (Air Force)	
1899 Developmental, general (remedial, basic skills, etc.)	
PHYSICAL SCIENCES	The basic nature of matter, energy and associate phenomena
1901 Physical sciences, general	
1902 Physics, general (exclude biophysics)	
1903 Molecular physics	
1904 Nuclear physics	
1905 Chemistry, general (exclude biochemistry)	
1906 Inorganic chemistry	
1907 Organic chemistry	
1908 Physical chemistry	
1909 Analytical chemistry	
1910 Pharmaceutical chemistry	
1911 Astronomy	
1912 Astrophysics	
1913 Atmospheric sciences and meterology	
1914 Geology	
1915 Geochemistry	
1916 Geophysics and seismology	
1917 Earth sciences, general	
1918 Paleontology	
1919 Oceanography	
1920 Metallurgy	
1999 Developmental, general (remedial, basic skills, etc.)	
PSYCHOLOGY	The behavioral and mental processes
2001 Psychology, general	
2002 Experimental psychology (animal and human)	
2003 Clinical psychology	
2004 Psychology for counseling	
2005 Social psychology	
2006 Psychometrics	
2007 Statistics in psychology	

2008 Industrial psychology
2009 Developmental psychology
2010 Physiological psychology
2099 Developmental, general (remedial, basic skills, etc.)

PUBLIC AFFAIRS AND SERVICES

The developing and improving competencies in the management and operation of governmental agencies

2101 Community services, general
2102 Public administration
2103 Parks and recreation management
2104 Social work and helping services (other than clinical social work)
2105 Law enforcement and corrections (baccalaureate and higher programs)
2106 International public service (other than diplomatic service)
2199 Developmental, general (remedial, basic skills, etc.)

SOCIAL SCIENCES

All aspects of the past and present activities, conduct, interactions and organizations of humans

2201 Social sciences, general
2202 Anthropology
2203 Archaeology
2204 Economics
2205 History
2206 Geography
2207 Political science and government
2208 Sociology
2209 Criminology
2210 International relations
2211 Afro-American (black culture) studies
2212 American Indian cultural studies
2213 Mexican-American cultural studies
2214 Urban studies
2215 Demography
2298 Improving family circumstances
2299 Developmental, general (remedial, basic skills, etc.)

THEOLOGY

The preparation and training for a religious vocation

2301 Theological professions, general
2302 Religious music
2303 Biblical languages
2304 Religious education
2399 Developmental, general (remedial, basic skills, etc.)

INTERDISCIPLINARY STUDIES	More than one major descipline without primary concentration in any one area
4901 General liberal arts and sciences	
4902 Biological and physical sciences	
4903 Humanities and social sciences	
4904 Engineering and other disciplines	
4984 Liberal studies	
4985 Humanities and fine arts	
4986 Adult Basic Education (ABE)	
4987 General Education Development (GED) and Adult Secondary Education (ASE)	

GENERAL STUDIES INSTRUCTIONAL PROGRAMS	The instructional programs providing curricula primarily of a certificate nature in a variety of disciplines to enhance individual interests
4993 Personal development	
4994 Review and Development of Basic Vocational Skills (for curriculum only)	
4995 General studies	
4996 Intellectual and cultural studies	
4997 Health safety and environment	
4998 Community and civic development	
4999 Development and Preparatory Studies or Basic Skills (for curriculum only)	

BUSINESS TECHNOLOGIES	The development of skills required for business or secretarial occupations at the semi-professional level
5001 Business and commerce technologies, general (including clerical skills)	
5002 Accounting technologies	
5003 Banking and finance technologies	
5004 Marketing, distribution, purchasing and business technologies	Expansion allocations: 5076-5082
5005 Secretarial technologies (include office machines training)	
5080 Word Processing Technologies	
5083 Real Estate	
5084 Insurance	
5085 Administrative supervision & management	

COMMERCE TECHNOLOGIES	The development of skills required for commercial enterprises at the semi-professional level
5006 Personal service technologies (stewardess, cosmetologist, etc.)	
5007 Photography technologies	
5008 Communications and broadcasting technologies (radio/television, newspapers)	
5009 Printing and lithography technologies	
5010 Hotel and restaurant management technologies	
5011 Transportation and public utility technologies	

5012 Applied arts, graphic arts and fine arts technologies (include advertising design)
5072 Occupational home economics
5073 Food preparation and service (waiter(ess), chef, catering, etc.)
5074 Aircraft pilot training
5075 Air traffic control and support

DATA PROCESSING TECHNOLOGIES

The development of skills required for data processing or related occupations of the semi-professional level

5101 Data processing technologies, general
5102 Keypunch operator and other input preparation technologies
5103 Computer programmer technologies
5104 Computer operator and peripheral equipment operation technologies
5105 Data processing equipment maintenance technologies

HEALTH SERVICES AND PARAMEDICAL TECHNOLOGIES

The development of skills required for health service related occupations at the semi-professional level

5201 Health services assistant technologies, general
5202 Dental assistant technologies
5203 Dental hygiene technologies
5204 Dental laboratory technologies
5205 Medical or biological laboratory assistant technologies
5206 Animal laboratory assistant technologies
5207 Radiologic technologies (X-ray, etc.)
5208 Nursing, R.N. (less than 4-year program)
5209 Nursing, practical (L.P.N. or L.V.N., less than 4-year program)
5210 Occupational therapy technologies
5211 Surgical technologies (operating room technologies)
5212 Optical technologies (include ocular care, ophthalmic, optometric technologies)
5213 Medical record technologies
5214 Medical assistant and medical office assistant technologies
5215 Inhalation therapy technologies
5216 Psychiatric technologies (include mental health aide programs)
5217 Electro diagnostic technologies (include E.K.G., E.E.G., etc.)
5218 Institutional management technologies (rest home, etc.)
5219 Physical therapy technologies
5280 Pharmacy Technologies
5284 Safety and emergency preparedness (industrial safety, water safety, first aid, civil defense, etc)
5285 Prosthetics and ortotics

MECHANICAL AND ENGINEERING TECHNOLOGIES	The development of skills required for mechanical and engineering related occupations at the semi-professional level
5301 Mechanical and engineering technologies, general (engineering aides)	
5302 Aeronautical and aviation technologies	
5303 Engineering graphics (tool and machine drafting and design)	
5304 Architectural drafting technologies	
5305 Chemical technologies (include plastics)	
5306 Automotive technologies	
5307 Diesel technologies	
5308 Welding technologies	
5309 Civil technologies (surveying, photogrammetry, etc.)	
5310 Electronics and machine technologies (television, appliance, office machine repair, etc.)	
5311 Electromechanical technologies (power transmission, generators, dynamos)	
5312 Industrial technologies	
5313 Textile technologies	
5314 Instrumentation technologies	
5315 Mechanical technologies (machine shop, fluid powers, etc.)	
5316 Nuclear technologies	
5317 Construction and building technologies (carpentry, electrical work, plumbing, sheet metal, air conditioning, heating, etc.)	
5381 Electronics and electrical engineering technologies (engineering aides, industrial electronics, electronic drafting, etc.)	
5382 Industrial management and supervision	
5383 Metalworking (foundry, tool and die making)	
5384 Fuel technologies	
5385 Mining technologies	

NATURAL SCIENCE TECHNOLOGIES	The development of skills required for natural sciences related occupations at the semi-professional level
5401 Natural science technologies, general	
5402 Agriculture technologies, general (include soils)	
5403 Forestry and wildlife technologies (include fisheries and range management)	
5404 Food services technologies (processing of raw products, canneries, etc.)	
5405 Home economics technologies	
5406 Marine and oceanographic technologies	
5407 Laboratory technologies, general	

5408 Enviornmental protection and control technologies (sanitation, public health inspection, solid waste, pollution, etc.)
5479 Horticulture and floriculture
5480 Agricultural supplies and services
5481 Agricultural production and resources (include conservation)
5482 Agricultural mechanics
5483 Agricultural marketing (selling of farm products)
5484 Earth science technologies
5485 Meteorological and atmospheric technologies

PUBLIC SERVICE RELATED TECHNOLOGIES

The development of skills required for public service related occupations at the semi-professional level

5501 Public service technologies, general
5502 Bible study or religion-related occupations
5503 Education technologies (teacher aide and two-year teacher training programs)
5504 Library assistant technologies
5505 Police, law enforcement, corrections technologies
5506 Recreational and social work related technologies
5507 Fire control technology
5508 Public administration and management technologies
5583 Career counseling/planning courses
5585 Child care technologies

VOCATIONAL SKILLS

5001 Vocational skills in business occupations (all 14.xx O.E. codes)
5004 Vocational skills in marketing and distributive occupations (all 04.xx O.E. codes)
5072 Vocational skills in occupational home economics (all 09.xx O.E. codes)
5201 Vocational skills in health occupations (all 07.xx O.E. codes)
5301 Vocational skills in technical occupations (all 16.xx O.E. codes)
5317 Vocational skills in trade and industrial occupations (all 17.xx O.E. codes)
5401 Vocational skills in agricultural occupations (all 01.xx O.E. codes)
5594 Vocational skills in general occupational areas

ALPHABETICAL LIST OF INSTRUCTIONAL DISCIPLINES

Title	Code
Accounting	0502
Accounting technologies	5002
Administration, business	0506
Administration, education	0827
Administration, public	2102
Administration, special education	0809
Administrative supervision and management	5085
Adult education	0807
Advertising	0604
Advertising design technologies	5012
Advertising technologies	5004
Aeronautical engineering	0902
Aeronautical technologies	5302
Aerospace engineering	0902
Aerospace science	1803
Africal languages (non-Semitic)	1116
Africal studies	0305
Afro-American studies	2211
Agricultural business	0112
Agricultural economics	0111
Agricultural engineering	0903
Agricultural management	0110
Agricultural marketing	5483
Agricultural mechanics	5482
Agricultural production and resources	5481
Agricultural supplies and services	5480
Agriculture, general	0101
Agriculture technologies	0116
Agriculture technologies (general)	5402
Agronomy	0102
Air conditioning technologies	5317
Air traffic control and support	5075
Aircraft pilot training	5074
Airport management technologies	5004
American Indian cultural studies	2212
American studies	0313
Analytical chemistry	1909
Anatomy	0412
Animal laboratory assistant technologies	5206
Animal science	0104
Anthropology	2202
Appliance repair technologies	5310
Applied arts technologies	5012
Applied design	1009
Applied mathematics	1703
Arabic	1112
Archeology	2203
Architectural drafting technologies	5304
Architectural engineering	0904
Architecture	0202
Architecture, naval	0923
Art	1002
Art appreciation	1003
Art, commercial	1009
Art education	0831
Art history	1003
Asian studies, general	0301
Astronautical engineering	0902
Astronomy	1911
Astrophysics	1912
Atmospheric sciences	1913
Audiology	1220
Automotive technologies	5306
Aviation technologies	5302
Bacteriology	0403
Baking	0504
Banking technologies	5003
Bible study	5502
Biblical languages	2303
Biochemistry	0414
Bioengineering	0905
Biological laboratory assistant technologies	5205
Biological and physical sciences (interdisciplinary)	4902
Biology, cellular	0417
Biology, general	0401
Biology, marine	0418
Biology, molecular	0416
Biomedical communication	1217
Biomedical engineering	0905
Biometrics	0419
Biophysics	0415
Biostatistics	0419
Black culture studies	2211
Botany, general	0402
Broadcasting technologies	5008
Building technologies	5317
Business administration	0506

Title	Code
Business, agricultural	0112
Business economics	0517
Business education	0838
Business, general	0501
Business, international	0513
Business management	0506
Business management technologies	5004
Business statistics	0503
Business technologies, general (including clerical skills)	5001
Cafeteria management	1307
Carpentry technologies	5317
Catalan	1199
Cell biology	0417
Cell physiology	0417
Ceramic engineering	0916
Ceramics	1009
Chef	5073
Chemical engineering	0906
Chemical technologies	5305
Chemistry, general	1905
Child care technologies	5585
Child development	1305
Chinese	1107
Chiropractic	1221
Cinematography	1010
City planning	0206
Civil engineering	0908
Civil technologies	5309
Classics	1504
Clinical psychology	2003
Clinical social work	1222
Clothing	1303
Commerce education	0838
Commerce, general	0501
Commerce technologies, general	5001
Commercial art	1009
Communication media	0605
Communications, general	0601
Communications, engineering	0909
Communications technologies	5008
Community college education	0806
Community planning	0206
Community services, general	2101
Comparative literature	1503
Computer operator technologies	5104
Computer, peripheral equipment operation technologies	5104
Computer programmer technologies	5103
Computer programming	0704
Computer sciences, general	0701
Conservation	5481
Construction engineering	0908
Construction technologies	5317
Consumer economics	1304
Continuing education	1807
Corrections	2105
Corrections technologies	5505
Cosmetologist	5006
Counseling, educational	0826
Counseling, psychology for	2004
Creative writing	1507
Criminology	2209
Crop management	0102
Curriculum	0829
Cytology	0417
Dairy sciences	0105
Dance	1008
Danish	1114
Data processing	0703
Data processing equipment maintenance technologies	5105
Data processing technologies, general	5101
Debate	1506
Demography	2215
Dental assistant technologies	5202
Dental hygiene	1213
Dental hygiene technologies	5203
Dental laboratory technologies	5204
Dental specialties	1205
Dental technologies	1224
Dentistry-D.D.S.or D.M.D. degree	1204
Developmental, English (remedial) skill	1598
Developmental psychology	2009
Developmental, reading(remedial)	1597
Diesel technologies	5307
Dietetics	1306
Distribution technologies	5004
Distributive education	0838
Drafting, architectural	5304
Dramatic arts	1007
Drawing	1002
Drive education	0836
Earth sciences, general	1917
Earth science technologies	5484

Title	Code
East Asian studies	0302
Eastern European studies	0311
Ecology	0420
Economics	2204
Economics, agricultural	0111
Economics, business	0517
Education of the culturally disadvantaged	0813
Education of the deaf	0812
Education of the emotionally disturbed	0816
Education, general	0801
Education of the gifted	0811
Education of the mentally retarded	0810
Education of the multiple handicapped	0820
Education of the physically handicapped	0819
Education, religious	2304
Education of the visually handicapped	0814
Education technologies	5503
Educational administration	0827
Educational evaluation	0825
Educational measurement	0825
Educational psychology	0822
Educational research	0824
Educational statistics	0824
Educational supervision	0828
Educational testing	0825
Electrical engineering	0909
Electrician technologies	5317
Electro diagnostic technologies	5217
Electronics engineering	0909
Electromechanical technologies (power)	5311
Electronics and electrical engineering technologies	5381
Electronics and machine technologies (repair or electronic devices)	5310
Elementary education, general	0802
Embryology	0427
Emergency preparedness	5284
Engineering aide	5381
Engineering graphics	5303
Engineering, general	0901
Engineering mechanics	0921
Engineering and other disciplines (interdisciplinary)	4904
Engineering physics	0919
Engineering technologies	0925
Engineering technologies, general	5301
English as a foreign language	1508
English, general	1501
English, literature	1502
Entomology	0421
Environmental design, general	0201
Environmental engineering	0922
Environmental health technologies	5408
European studies, general	0310
Experimental psychology (animal and human)	2002
Family life education	0837
Family relations	1305
Farm management	0110
Fashion design	1009
Field crops	0102
Finance	0504
Finance technologies	5003
Fine arts, general	1001
Fine arts technologies	5012
Finnish	1199
Fire control technology	5507
Fish management	0107
Fisheries technologies	5403
Floriculture	0109
Floriculture	5479
Food preparation and service (serving of food)	5073
Foods and nutrition	1306
Food science	0113
Food services technologies (processing)	5404
Food technology	0113
Foreign languages, general	1101
Forensic science	1506
Forestry	0114
Forestry technologies	0116
Forestry technologies	5403
Foundry technologies	5383
French	1102
Fruit production	0108
Fuel technologies	5384

Title	Code
Game management	0107
General liberal arts and sciences (interdisciplinary)	4901
General studies (interdisciplinary)	4995
Genetics	0422
Geochemistry	1915
Geography	2206
Geological engineering	0911
Geology	1914
Geophysical engineering	0912
Geophysics	1916
German	1103
Government	2207
Graphic arts technologies	5012
Greek, classical	1110
Guidance, education	0826
Health care administration	1202
Health education	0837
Health professions, general	1201
Health services assistant technologies, general	5201
Heating technologies	5317
Hebrew	1111
Helping services	2104
Higher education, general	0805
Histology	0413
History	2205
History of education	0821
Home decoration	1302
Home economics, general	1301
Home economics technologies	5405
Home equipment	1302
Home management	1304
Horticulture	0108
Horticulture technologies	5479
Hospital administration	1202
Hospital food service technologies	5404
Hotel management	0508
Hotel management technologies	5010
Humanities and Fine Arts (interdisciplinary)	4985
Humanities and social sciences (interdisciplinary)	4903
Husbandry, animal	0104
Husbandry, dairy	0105
Ichthyology	0499
India studies	0303
Indian (Asiatic)	1113
Industrial arts education	0839
Industrial engineering	0913
Industrial management technologies	5382
Industrial relations	0516
Industrial safety	5284
Industrial technologies	5312
Information sciences	0702
Information sciences, general	0701
Information systems	0702
Inhalation therapy technologies	5215
Inorganic chemistry	1906
Input preparation technologies	5102
Institutional management	1307
Institutional management technologies	5218
Instructional materials	0855
Instrumentation technologies	5314
Insurance	5084
Insurance	0512
Interior decoration	1009
Interior design	0203
International business	0513
International public service	2106
International relations	2210
Investments	0505
Islamic studies	0306
Italian	1104
Japanese	1108
Jewelry	1009
Journalism	0602
Junior college education	0806
Junior high school education	0804
Keypunch operator technologies	5102
Kindergarten education	0823
Korean	1199
Laboratory technologies, general	5407
Labor relations	0516
Landscape architecture	0204
Landscape technologies	5402
Latin	1109
Latin American studies	0308
Law enforcement	2105
Law enforcement technologies	5505
Law, general	1401
Learning theory	0822

Title	Code
Liberal arts and sciences (interdisciplinary)	4901
Library assistant technologies	5504
Library science, general	1601
Limnology	0499
Linguistics	1505
Literature, comparative	1503
Literature, English	1502
Lithography technologies	5009
Machine drafting and design technologies	5303
Machine repair technologies	5310
Management, business	0506
Management, engineering	0913
Marina management technologies	5004
Marine biology	0418
Marine engineering	0923
Marine technologies	5406
Marketing	0509
Marketing technologies	5004
Materials engineering	0915
Mathematics, applied	1703
Mathematics, education	0833
Mathematics, general	1701
Mathematics, statistics	1702
Mechanical engineering	0910
Mechanical technologies	5315
Mechanical technologies, general	5301
Medical assistant technologies	5214
Medical laboratory assistant technologies	5205
Medical laboratory technologies	1223
Medical office assistant technologies	5214
Medical record librarianship	1215
Medical record technologies	5213
Medical specialties	1207
Medicine, M.D. degree	1206
Mental health aide programs	5216
Metallurgical engineering	0914
Metallurgy	1920
Metalsmithing	1009
Metalworking	5383
Meteorological and atmospheric technologies	5485
Meteorology	1913
Mexican-American cultural studies	2213
Microbiology	0411
Middle Eastern studies	0309
Mid-management	5085
Military science	1801
Mineral engineering	0918
Mining engineering	0918
Mining technologies	5385
Molecular biology	0416
Molecular physics	1903
Music (liberal arts program, vocal, instrumental)	1005
Music appreciation	1006
Music, composition, band, chorus	1004
Music education	0832
Music history	1006
Music, performing	1004
Music, theory	1004
Musicology	1006
Natural resources management	0115
Natural science technologies, general	5401
Naval architecture	0923
Naval science	1802
Neurosciences	0425
Newspaper communication technologies	5008
Norwegian	1114
Nuclear engineering	0920
Nuclear physics	1904
Nuclear technologies	5316
Nursery science	0109
Nursing (baccalaureate and higher programs)	1203
Nursing, practical (L.P.N. or L.V.N.)	5209
Nursing, R.N. preparation	5208
Nutrition, scientific	0424
Occupational therapy	1208
Occupational therapy technologies	5210
Ocean engineering	0924
Oceanographic technologies	5406
Oceanography	1919
Ocular care, technologies	5212
Office machine repair technologies	5310
Office machine training	5005
Operations research	0507
Ophthalmic technologies	5212

Title	Code
Optical technologies	5212
Optometric technologies	5212
Optometry	1209
Organic chemistry	1907
Ornamental horticulture	0109
Ornithology	0499
Osteopathic medicine, D.O. degree	1210
Pacific area studies	0314
Painting	1002
Paleontology	1918
Parasitology	0499
Park management	2103
Pathology, animal	0408
Pathology, human	0408
Pathology, plant	0404
Personal service technologies	5006
Personnel management	0515
Personnel management technologies	5004
Petroleum engineering	0907
Petroleum refining	0906
Pharmaceutical chemistry	1910
Pharmacology, animal	0409
Pharmacology, human	0409
Pharmacology, plant	0405
Pharmacy	1211
Philology	1505
Philosophy	1509
Philosophy of education	0821
Phonetics	1505
Photogrammetry technologies	5309
Photography	1011
Photography technologies	5007
Physical chemistry	1908
Physical education	0835
Physical sciences, general	1901
Physical therapy	1212
Physical therapy technology	5219
Physics, general	1902
Physiological psychology	2010
Physiology, animal	0410
Physiology, human	0410
Physiology, plant	0406
Plant pathology	0404
Plant pharmacology	0405
Plant physiology	0406
Physical therapy technology	5219
Plastics technolgies	5305
Plumbing technologies	5317
Podiatry	1216
Police technologies	5505
Political science	2207
Pollution technologies	5408
Poultry science	0106
Pre-elementary education	0823
Pre-dental	1284
Pre-law	1485
Pre-medicine	1285
Pre-veterinary medicine	1283
Printing technologies	5009
Programmer technologies	5103
Programming, computer	0704
Prosthetics and orthotics	5285
Psychiatric technologies	5216
Psychology, clinical	2003
Psychology for counseling	2004
Psychology, developmental	2009
Psychology, education	0822
Psychology, general	2001
Psychology, industrial	2008
Psychology, physiological	2010
Psychology, social	2005
Psychometrics	2006
Public address	1506
Public administration	2102
Public administration and management technologies	5508
Public health	1214
Public health inspection technologies	5408
Public service technologies, general	5501
Public utilities	0510
Public utility technolgies	5011
Purchasing	0509
Purchasing technologies	5004
Radio	0603
Radiobiology	0423
Radio broadcasting technologies	5008
Radiologic technologies	1225
Radiologic technologies	5207
Radio repair technologies	5310

Title	Code
Range Management	0117
Reading, accelerated	1585
Reading, education	0830
Real estate	0511
Real estate technologies	5083
Recreation management	2103
Recreation technologies	5506
Regional planning	0206
Rehabilitation services	1222
Religion related occupations	5502
Religious education	2304
Religious music	2302
Religious studies	1510
Remedial education	0817
Restaurant management	0508
Restaurant management technology	5010
Rest home management technology	5218
Rhetoric	1506
Russian	1106
Russian studies	0307
Safety and emergency preparedness	5284
Saftey education	0836
Sales technologies	5004
Sanitary engineering	0922
Sanitation technologies	5408
Sanskrit	1199
Scandinavian language	1114
Science education	0834
Sculpture	1002
Secondary education, general	0803
Secretarial studies	0514
Secretarial technologies	5005
Securities	0505
Seismology	1916
Semantics	1505
Sheet metal technologies	5317
Slavic languages (other than Russian)	1115
Slavic studies	0307
Social foundations of education	0821
Social sciences, general	2201
Social psychology	2005
Social work	2104
Social work related technologies	5506
Sociology	2208
Soil conservation	0103
Soil management	0103
Soil science	0103
South Asian studies	0303
Southeast Asian studies	0304
Spanish	1105
Special education, general	0808
Special learning disabilities	0818
Speech	1506
Speech correction	0815
Speech pathology	1220
Statistics, mathematical and theoretical	1702
Statistics in psychology	2007
Stewardess preparation	5006
Student personnel	0826
Supervision	5382
Surgical technologies	5211
Surveying technologies	5309
Swedish	1115
Systems analysis	0705
Systems, information	0702
Teacher aide preparation	5503
Teaching of English as a foreign language	1508
Technical education	0839
Television	0603
Television broadcasting technologies	5008
Television repair technologies	5310
Textile design	1009
Textile engineering	0917
Textiles, home economics	1303
Textile technologies	5313
Theological professions, general	2301
Tool and die making	5383
Tool design technologies	5303
Toxicology	0426
Transportation	0510
Transportation engineering	0908
Transportation technologies	5011
Urban architecture	0205
Urban studies	2214
Vegetable production	0108
Veterinary medicine, D.V.M. degree	1218
Veterinary medicine specialties	1219
Vietnamese	1199
Vocational education	0839

Title	Code
Vocational skills in business occupations	5001
Vocational skills in marketing and distributive occupations	5004
Vocational skills in occupational home economics	5072
Vocational skills in health occupations	5201
Vocational skills in technical occupations	5301
Vocational skills in trade and industrial occupations	5317
Vocational skills in agricultural occupations	5401
Vocational skills in general occupational areas	5594
Weaving	1009
Welding technologies	5308
West European studies	0312
Wildlife management	0107
Wildlife technologies	5403
Writing, creative	1507
X-ray technologies	5207
Zoology, general	0407

ROOM USE CATEGORIES FOR FACILITY INVENTORY DATA

100 Classroom Facilities
110 Classroom
115 Classroom Service

200 Laboratory Facilities
210 Class Laboratory
215 Class Laboratory Service
220 Special Class Laboratory
225 Special Class Laboratory Service
230 Individual Study Laboratory
235 Individual Study Laboratory Service
250 Non-Class Laboratory
255 Non-Class Laboratory Service

300 Office Facilities
310 Office
315 Office Service
350 Conference Room (Office Related)
355 Conference Room Service (Office Related)

400 Study Facilities
410 Reading/Study Room
420 Stack
430 Open Stack Reading Room
440 Processing Room
455 Study Service

500 Special Use Facilities
510 Armory
515 Armory Service
520 Athletic/Physical Education
523 Athletic Facilities Spectator Seating
525 Athletic/Physical Education Service
530 Audio/Visual, Radio, TV
535 Audio/Visual, Radio, TV Service
540 Clinic (Non-Health Professions)
545 Clinic Service (Non-Health Professions)
550 Demonstration
555 Demonstration Service
560 Field Building
570 Animal Quarters
575 Animal Quarters Service
580 Greenhouse
585 Greenhouse Service
590 Other

600 General Use Facilities
610 Assembly
615 Assembly Service
620 Exhibition
625 Exhibition Service
630 Food Facilities
635 Food Facilities Service
650 Lounge
655 Lounge Service
660 Merchandising Facilities
665 Merchandising Facilities Service
670 Recreation
675 Recreation Service
680 Meeting Room
685 Meeting Room Service
690 Locker Room

700 Supporting Facilities
710 Data Processing/Computer
715 Data Processing/Computer Service
720 Shop
725 Shop Service
730 Storage
735 Storage Service
740 Vehicle Storage Facility
745 Vehicle Storage Facility Service
750 Central Food Stores
760 Central Laundry

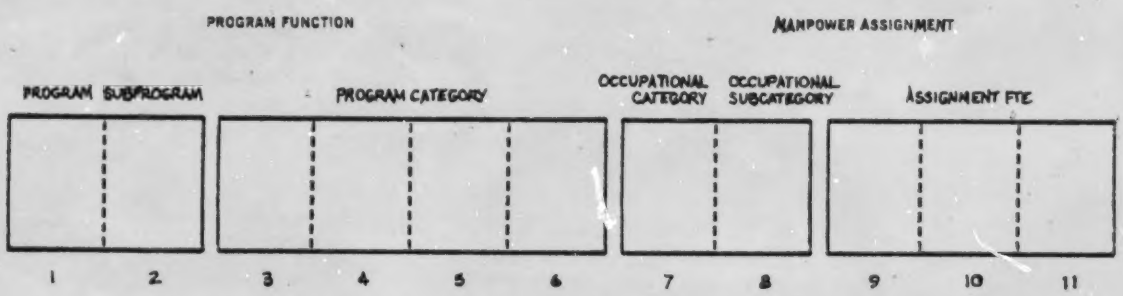
800 Health Care Facilities
810 Patient Bedroom
820 Patient Bath
830 Nurse Station
840 Surgery
850 Treatment
860 Service Laboratory
870 Supplies
880 Public Waiting
895 Health Care Service

900 Residential Facilities
910 Sleep/Study Without Toilet/Bath
919 Toilet/Bath
920 Sleep/Study With Toilet/Bath
935 Sleep/Study Service
950 Apartment
955 Apartment Service
970 House

000 Unclassified Facilities
050 Inactive Area
060 Alteration or Conversion Area
079 Unfinished Area

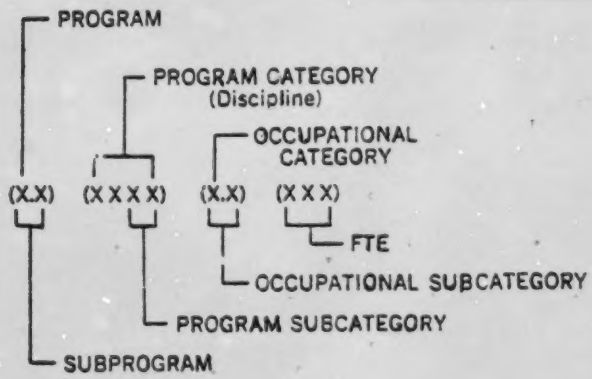
Nonassignable Area
WWW Circulation Area
XXX Custodial Area
YYY Mechanical Area
ZZZ Structural Area

FACULTY AND STAFF CLASSIFICATION STRUCTURE



MANPOWER ASSIGNMENT CODE **SURVEY TITLE CODE**

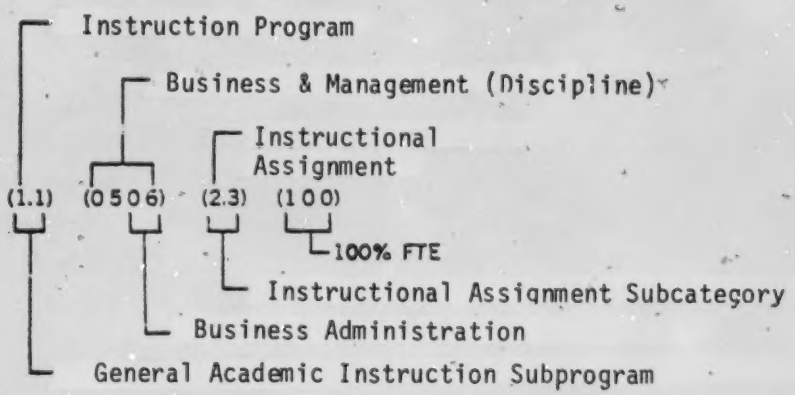
CODING STRUCTURE



SAMPLE CODING

Instructional Assignment

Professor of Business Administration



OCCUPATIONAL ACTIVITY CATEGORIES

1.0	2.0	3.0	4.0	5.0	6.0	7.0
Executive Administrative Managerial	Instructional	Professional (Research, Business, Health, et. al.)	Technical	Office	Crafts & Trades	Service

OCCUPATIONAL ACTIVITY SUBCATEGORIES

1.1 Administrative I	3.1 Professional I	5.1 Office I	7.1 Service I
1.2 Administrative II	3.2 Professional II	5.2 Office II	7.2 Service II
1.3 Administrative III	3.3 Professional III	5.3 Office III	7.3 Services III
1.4 Administrative IV			
	4.1 Technical I	6.1 Crafts I	
2.1 Instructional I	4.2 Technical II	6.2 Crafts II	
2.2 Instructional II	4.3 Technical III	6.3 Crafts III	
2.3 Instructional III			

(1.0) Administrative Staff

This occupational activity category includes assignments that require primary responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments may require the performance of work directly related to management policies or general business operations of the institution or the performance of functions in the administration of a department or subdivision thereof directly related to academic instruction. It is assumed that assignements in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Includes those positions under Object Code 511 in the ICCB Uniform Accounting Procedures Manual.

Subcategories of the Administrative-Managerial Category

(1.1) Assignment requires administrative support above the clerical level to a manager at a higher level, engages directly in specific administrative activities within a unit or subdivision, or has firstline supervisory responsibilities. Generally assistant director level position in community colleges.

(1.2) Assignment requires the administration of an operational unit or program, or shares responsibility for a major unit with an administrator at a higher level. Generally director level position at most community colleges.

(1.3) Assignment requires the administration of a group of programs or a major operational unit, normally reporting to an officer holding a top executive appointment. Generally dean or vice-resident level positions in the community colleges.

(1.4) Assignment requires reporting either to the top executive officer or to the governing board for the operation of a system, or institution or for a primary phase of the institutional operation. Generally presidents or executive vice-presidents in community colleges.

(2.0) Instructional-Teaching Staff

This category consists of assignments made for the purpose of instruction and involves direct teaching contact with students.

Subcategories of the Instructional Category

(2.1) Part-time personnel involved in direct instructional contact with students. Includes positions under Object Code 514 of the ICCB Uniform Accounting Procedures Manual.

(2.2) Full-time personnel involved in direct instructional contact with students. Includes positions under Object Code 573 of the ICCB Uniform Accounting Procedures Manual.

(3.0) Professional (Not Classified as Administrative or Instructional)

This category includes assignments requiring knowledge of an advanced type in a field of science or learning, or original and creative work in an artistic field. Includes such positions as librarians, counselors, curriculum specialists, systems analysts and other positions under Object Code 512 of the ICCB Uniform Accounting Procedures Manual.

Subcategories of the Professional Category

(3.1) Assignment requires a bachelor's degree or equivalent
(3.2) Assignment requires a master's degree or equivalent

(4.0) Technical

This category includes assignments requiring specialized knowledge or skills which may be acquired through associate degree or certificate programs below the bachelor's degree. Includes computer programmers, computer operators, audio-visual technicians, and para-professionals.

Subcategories of the Technical Category

(4.1) Entry assignments (institutionally defined).
(4.2) Intermediate assignments (institutionally defined).
(4.3) Advanced assignments (institutionally defined).

(5.0) Office

This category includes assignments typically associated with clerical activity. Same as Object Code 516 of the ICCB Uniform Accounting Procedures Manual. Includes secretaries, clerks, bookkeepers, telephone operators, and general office personnel.

Subcategories of the Office Category

(5.1) Entry assignments (institutionally defined).
(5.2) Intermediate assignments (institutionally defined).
(5.3) Advanced assignments (institutionally defined).

(6.0) Crafts and Trades

This category includes assignments to activities typically requiring knowledge or skill gained in recognized crafts or trades.

Subcategories of the Crafts and Trades Category

(6.1) Entry assignments (institutionally defined).
(6.2) Intermediate assignments (institutionally defined).
(6.3) Advanced assignments (institutionally defined.)

(7.0) Service

This category includes assignment to activities requiring limited degree of previously acquired skills and knowledge.

Subcategories of Service Category

(7.1) Entry assignments (institutionally defined).
(7.2) Intermediate assignments (institutionally defined).
(7.3) Advanced assignments (institutionally defined.)

STUDENT ENROLLMENT DEFINITIONS

CENSUS DATE:

The last date on which registration or withdrawals are allowed without penalty. For regular terms, this is normally the tenth day of the term.

ETHNIC/RACIAL CLASSIFICATIONS:

American Indian or Alaskan Native - A person having origins in any of the original peoples of North America.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, The Philippine Islands, and Samoa.

Black, Non-Hispanic - A person having origins in any of the black racial groups (except those of hispanic origin).

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Non-Resident Alien - A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. Resident aliens and non-citizens who have been lawfully admitted for permanent residence are to be reported in the appropriate racial/ethnic categories along with the United States citizens.

White, Non-Hispanic - A person having origins in any of the original peoples of Europe, North America, the Middle East, or the Indian Subcontinent (except those of hispanic origin).

EXTENSION STUDENT:

Students who have the majority of their instructional credit courses (credit hours) taught in other than on-campus facilities, which are outside the community college district.

FIRST-TIME FRESHMAN:

Entering freshmen who have not previously attended any college. Include students enrolled in the Fall Term who attended college for the first time the previous summer. Also include students who entered with advanced standing (college credits earned before graduation from high school) at the freshman level.

FOREIGN STUDENT:

Students who were legally domiciled in a country other than the United States of America at the time of first admission to the institution.

HOME-STUDY STUDENT:

Students who have a majority of their certificate or degree course load (credit hours) taught by the college by mail, radio, television, or newspaper.

IN-DISTRICT STUDENT:

Students whose residence is within the community college district and who are attending the community college in that district.

OFF-CAMPUS STUDENT:

Students who have the majority of their instructional credit courses (credit hours) taught in other than on-campus facilities which are within the community college district.

ON-CAMPUS STUDENT:

Students who have the majority of their degree/diploma/certificate courses (credit hours) scheduled in on-campus facilities or who have registered for a majority of their course load (credit hours) through on-campus registration procedures. Students registered for equal numbers of credit hours at on-and-off campus facilities should be counted as on-campus students.

OUT-OF-DISTRICT STUDENT:

Students attending a community college whose residence is not within the boundaries of the community college district but is within the State of Illinois.

OUT-OF-STATE STUDENT:

Students who were legally domiciled outside Illinois but within the United States of America and its possessions at the time of first admission to the institution.

TRANSFER STUDENT:

Students entering the institution for the first time this term with academic credit earned at another institution which is applicable for credit at the institution of current enrollment. Include students enrolled in the Fall Term who attended the institution for the first time the prior summer.

STUDENT INTENT:

The primary objective of the student for attending the community college during this term. This intent can change from term to term. The classifications are as follows:

1--Prepare for a future job.
2--Improve skills needed in present job.
3--Explore courses to decide on a career.
4--Course work for transfer to another college.
5--To remedy or review basic educational or vocational skills.
6--Personal interest or self-development
7--Other
--Unknown (leave blank)

STUDENT LEVEL:

A classification of a student enrolled in the community college based on the following definitions:

Freshman - A student who has completed fewer than thirty semester hours (45 quarter hours) of college credits and is not also enrolled in high school.

Sophomore - A student who has completed at least thirty semester hours (45 quarter hours) but less than sixty semester hours (90 quarter hours) or a student without a previous degree who has more than sixty semester hours and is continuing to pursue an associate degree.

Unclassified - Students enrolled in credit courses who:

1. Do not fulfill minimum requirements for entrance as regular students. It includes transfer and other students whose transcripts have not been completely reviewed and who, therefore, cannot be classified by class level.

2. Students who already have a Bachelor's Degree or Associate Degree but who are taking courses at the same level or lower.

High School Student - A student enrolled in community college credit courses who is still attending high school.

Student Major - The official ICCB approved curriculum in which the student is enrolled. On the E-Card report the nine digit I.D. of that curriculum as it appears on the ICCB master file.

Undeclared Major - The curriculum identifier for students who have enrolled in instructional courses who are not pursuing an Associate Degree or Certificate or have not decided which instructional program to pursue.

STUDENT, TIME OF ATTENDANCE:

The time of attendance that accounts for the majority of the student's course enrollment (if one-half or more is day, use day).

Day - 7:00 a.m. to 4:59 p.m., Monday - Friday

Evening - 4:59 p.m. to 6:59 a.m., Monday - Friday

Weekend - Saturday or Sunday

(The classification applies to a student as reported on the E-Cards. Day FTE as calculated for space eligibility is based on course enrollments and is reported on forms--see Course, Day definition.)

STUDENT, TYPE OF ATTENDANCE:

Full-Time - Students taking 12 or more semester or quarter hours during the semester or quarter.

Part-Time - Students taking less than 12 semester or quarter hours during the semester or quarter.

STUDENT ENROLLMENT FTE BY COURSE:

A calculation of FTE enrollment based on distribution of credit hours by type of course and dividing by 15. This procedure is used for reporting FTE by the eight instructional areas and on-campus day FTE used for space eligibility.

Course, Day - 01. A degree or certificate approved course scheduled to begin between the hours or 7:00 a.m. and 4:59 p.m., Monday through Friday, excludes non-credit instructional activities in public service.
+IL.ICCB.MIS.79+ (OOCOUR 0900)

Course, Evening - 01. A degree or certificate approved course scheduled to begin between the hours of 5 p.m. and 6:59 a.m. Monday through Friday.
+IL.ICCB.MIS.79+ (OOCOUR 0900)

COUNTY CODES

001	Adams	069	Hardin	137	Morgan
003	Alexander	071	Henderson	139	Moultrie
005	Bond	073	Henry	141	Ogle
007	Boone	075	Iroquois	143	Peoria
009	Brown	077	Jackson	145	Perry
011	Bureau	079	Jasper	147	Piatt
013	Calhoun	081	Jefferson	149	Pike
015	Carroll	083	Jersey	151	Pope
017	Cass	085	Jo Daviess	153	Pulaski
019	Champaign	087	Johnson	155	Putnam
021	Christian	089	Kane	157	Randolph
023	Clark	091	Kankakee	159	Richland
025	Clay	093	Kendall	161	Rock Island
027	Clinton	095	Knox	163	St. Clair
029	Coles	097	Lake	165	Saline
031	Cook	099	LaSalle	167	Sangamon
033	Crawford	101	Lawrence	169	Schuyler
035	Cumberland	103	Lee	171	Scott
037	DeKalb	105	Livingston	173	Shelby
039	DeWitt	107	Logan	175	Stark
041	Douglas	109	McDonough	177	Stephenson
043	DuPage	111	McHenry	179	Tazwell
045	Edgar	113	McClean	181	Union
047	Edwards	115	Macon	183	Vermilion
049	Effingham	117	Macoupin	185	Wabash
051	Fayette	119	Madison	187	Warren
053	Ford	121	Marion	189	Washington
055	Franklin	123	Marshall	191	Wayne
057	Fulton	125	Mason	193	White
059	Gallatin	127	Massac	195	Whiteside
061	Greene	129	Menard	197	Will
063	Grundy	131	Mercer	199	Williamson
065	Hamilton	133	Monroe	201	Winnebago
067	Hancock	135	Montgomery	203	Woodford

STATE CODES

00	Not Reported
01	Alabama
02	Alaska
04	Arizona
05	Arkansas
06	California
08	Colorado
09	Connecticut
10	Delaware
11	District of Columbia
12	Florida
13	Georgia
15	Hawaii
16	Idaho
17	Illinois
18	Indiana
19	Iowa
20	Kansas
21	Kentucky
22	Louisiana
23	Maine
24	Maryland
25	Massachusetts
26	Michigan
27	Minnesota
28	Mississippi
29	Missouri
30	Montana
31	Nebraska
32	Nevada
33	New Hampshire
34	New Jersey
35	New Mexico
36	New York
37	North Carolina
38	North Dakota
39	Ohio
40	Oklahoma
41	Oregon
42	Pennsylvania
44	Rhode Island
45	South Carolina
46	South Dakota
47	Tennessee
48	Texas
49	Utah
50	Vermont
51	Virginia
53	Washington
54	West Virginia
55	Wisconsin
56	Wyoming

FICE CODES FOR ILLINOIS INSTITUTIONS OF HIGHER EDUCATION

Fice Codes	Institution Name
	Public Universities
001694	Chicago State University
001674	Eastern Illinois University
009145	Governors State University
001693	Northeastern Illinois University
001780	Western Illinois University
001692	Illinois State University
001737	Northern Illinois University
009333	Sangamon State University
001758	SIU Carbondale
001759	SIU Edwardsville
001776	U of I - Chicago Circle
003960	U of I - Medical Center
001775	U of I - Urbana
	Private Universities
001641	Bradley University
029037	Daniel Hale Williams University
001671	DePaul University
001691	Illinois Inst. of Technology
001696	Illinois Wesleyan University
001707	Lewis University
001710	Loyola University
001724	Millikin University
001739	Northwestern University
001749	Roosevelt University
009800	Rush University
001774	University of Chicago
001633	Augustana College
001634	Aurora College
001635	Barat College
001639	Blackburn College
001664	College of St. Francis
001665	Columbia College
001666	Concordia Teachers College
001670	DeLourdes College
001676	Elmhurst College
001678	Eureka College
001683	George Williams College
001684	Greenville College
001767	Illinois Benedictine College
001688	Illinois College
001700	Judson College
001703	Kendall College
001704	Knox College
001706	Lake Forest College
001717	MacMurray College
001722	McKendree College
010919	Midwest College of Engineering
001725	Monmouth College
001731	Mundelein College
001733	National Coll. Educ. - Main Campus
001743	National Coll. Educ. - Urban Campus
001734	North Central College
001735	North Park C ll. & Theol. Seminary
001741	Olivet Nazarene College
001765	Parks Coll. of St. Louis University
001744	Principia College
001745	Quincy College
001748	Rockford College
001750	Rosary College
001756	Shimer College
001663	Spertus College of Judaica
001768	St. Xavier College
001771	Trinity Christian C llege
001768	Trinity College
001781	Wheaton College

Fice Codes	Institution Name
	Public Community Colleges
001701	Kaskaskia College
006656	College of DuPage
008318	Black Hawk College
001638	Black Hawk College-Quad Cities
007538	Black Hawk College-East
001773	Triton College
007118	Parkland College
001752	Sauk Valley College
001669	Danville Area Comm. College
001647	City Colleges of Chicago
001654	Kennedy-King College
001652	Loop College
001650	Malcolm X College
009767	Olive-Harvey College
029051	Urban Skills Institute
001649	Richard J. Daley College
001648	Truman College
001655	Wilbur Wright College
029050	City-Wide College
001675	Elgin College
001769	Thornton Community College
001747	Rock Valley College
003961	William Rainey Harper College
001705	Illinois Valley Comm. College
006753	Illinois Central College
001640	Prairie State College
006931	Waubonsee Community College
007644	Lake Land College
007265	Carl Sandburg College
001681	Highland Community College
007690	Kankakee Community College
007119	Rend Lake College
001636	Belleville Area College
007684	Kishwaukee College
007692	Moraine Valley Comm. College
001699	Joliet Junior College
007170	Lincoln Land Comm. College
001728	Morton College
007691	McHenry County College
009135	Illinois Eastern Comm. Colleges
009786	Lincoln Trail College
001742	Olney Central College
001779	Wabash Valley College
029085	Frontier Community College
008076	John A. Logan College
007693	Shawnee College
007694	College of Lake County
001757	Southeastern Illinois College
001643	Spoon River College
009896	Oakton Community College
010020	Lewis & Clark Community College
010879	Richland Community College
012813	John Wood Community College
009332	State Comm. College of E. St. Louis
	Private Junior Colleges
001644	Central YMCA Community College
001680	Felician College
001709	Lincoln College
001716	MacCormac College
001718	Mallinckrodt College
001746	Robert Morris College
001761	Springfield College in Illinois

PROCEDURES FOR THE CLASSIFICATION OF STUDENTS BY CURRICULUM (PROGRAM) MAJOR

During recent years, the community colleges have been attempting to code students into an approved curriculum (program) even if many of these students had no intent of completing any particular curriculum. At the request of a number of colleges, a non-declared curriculum was added to the ICCB curriculum inventory for each college to be used for those students who are undecided about their area of study. This category for classification of students was convenient, but it told very little about the many students who enroll at a community college primarily to take individual courses rather than to complete any program.

In order to provide a classification system for community college students which is more consistent from college to college, identifies "course enrollees" by their area of study, and is convenient to use, the ICCB MIS procedures for classification of students by curriculum are as follows:

The "non-declared curriculum" as a reporting category is being phased out during FY 1981 and will be discontinued in FY 1982. (This one year phase-out period will give colleges time to develop new procedures for coding "non-declared" students into other categories.)

Students With Declared Curriculum (Program) Major--A student should be considered a program enrollee only if:

- The student is formally admitted into a program (usually vocational/career) which has established entrance/admission criteria. (Example: if a nursing program requires special admission criteria, students that have not been formally admitted should not be coded as nursing majors).
- The student states a program major or intent in a program that does not require formal admission.
- The student takes a sequence of courses which enables the institution to determine the program of enrollment or intent of the student.

Students Without a Declared Curriculum (Program) Major--Many students attend community colleges to take selected courses to meet their own objectives without any intent of completing a specific curriculum. Classifying these students into a curriculum which they have not declared inflates enrollment data in that program and greatly reduces completion rates within that program. Program enrollees are generally reported differently to the DAVTE and are included in follow-up studies. Course enrollees can be reported as enrollments in occupational areas (two-digit program area enrollment) but are not included in the calculation of completion rates or employment rates, hence increasing each of these key measures. Also, community colleges are not expected to follow-up on all of the many "course enrollees" enrolled in occupational areas for only a course or two.

The old General Studies Certificates, which were issued to each college in 1972, are now expanded and are used for students who enroll at the college for various reasons, but who do not intend to complete a specific college curriculum. The expansion of the old General Studies Certificates is as follows:

ABE/GED PROGRAMS:

*Adult Basic Education---(ABE 1700)---This program is to be used for classifying students enrolled in basic education courses and English as a second language at the elementary school level (the level of most courses is generally below grade 9).

*Adult Secondary Education---(ASE 1800)---This program is to be used for classifying students enrolled in courses designed for preparation of the General Education Development Exam, students enrolled in high school equivalency basic education courses, and students enrolled in high school level English as a second language courses (the level of most courses is generally grades 9-12).

REMEDIAL/DEVELOPMENTAL PROGRAMS:

Remedial/Developmental Education---(RDE 1400)---This program is designed for classifying students enrolled primarily in courses which are designed to remediate deficiencies that the students may have although the students may have graduated from high school. Examples of these courses are remedial mathematics, remedial English, and remedial reading, which are needed by some high school graduates to complete the desired college program.

OCCUPATIONAL/VOCATIONAL PROGRAMS:

The following vocational skills programs in the occupational/vocational area are designed for students who are enrolled in occupational/vocational courses but who have not been admitted or have not declared a specific occupational/career program. Students who wish to take only a few courses for up-grading in their present job, or to develop new skills which may be useful to their occupation are to be classified in the programs listed below, depending upon the particular area in which a majority of their courses are being taken. (Includes occupational courses within the two-digit O.E. code areas listed following the program.)

*Vocational Skills in Agricultural Occupations---(VOCSK 1601) (01.XX O.E. Codes).
*Vocational Skills in Marketing and Distributive Occupations---(VOCSK 1604) (04.XX O.E. Codes).
*Vocational Skills in Health Occupations---(VOCSK 1607) (07.XX O.E. Codes).
*Vocational Skills in Occupational Home Economics---(VOCSK 1609) 09.
*Vocational Skills in Business Occupations---(VOCSK 1614) 14.
*Vocational Skills in Technical Occupations---(VOCSK 1616) 16.
*Vocational Skills in Trade and Industrial Occupations---(VOCSK 1617) 17.

---

*These are new certificate programs being added for each community college for the purpose of classification of students. The programs above which are not asterisked are the original eight certificate programs created in 1972.

"Students who are taking various occupational career courses to explore career opportunities to help them decide upon an occupational curriculum should be assigned to Vocational Skills General (VOCSK 1600). Freshmen students classified in these vocational skills programs and enrolled in occupational career courses do qualify for vocational education funding from the DAVTE."

Vocational Skills General---VOCSK 1600---Designed for students exploring career areas or undecided about a particular occupational program, but taking occupational courses.

GENERAL STUDIES PROGRAMS:

Personal Development---(PERDV 4993)

Intellectual and Cultural Studies---(ICSGS 4996)

Health, Safety and Environment---(HSEGS 4997)

Community and Civic Development---(CCDGS 4998)

Homemaking---(HOMEC 1398)

Improving Family Circumstances---(IFCGS 2298)

The ICCB MIS will assign each of the new certificates to each college's curriculum inventory file for its use. Colleges were able to use these programs starting in July 1980; however, since it takes time to change coding procedures at the local level, we would expect a phase-in process of approximately a year at most colleges.

SECTION III

DATA CARD FORMATS, EXPLANATIONS AND EXAMPLES

APPORTIONMENT CLAIM HEADER CARD

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type: S
2	2	1	Card Number: 0 (Zero)
3	3-5	3	District Number
4	6-7	2	Campus Number
5	8-18	11	Not Used
6	19	1	Apportionment Period (Same as S-3 Card)
7	20	1	Semester/Quarter: S = Semester Q = Quarter
8	21	1	Type of Submission 1 = Regular 2 = Supplemental 3 = Error Correction
9	22-27	6	Submission Date: YYMMDD Date claim was submitted.
10	28-32	5	Number of Records: A count of the number of S3 cards or tape records submitted for this claim. Do not count control record. Precede with zeros.
11	33-41	9	Flat Rate Claimed Hours: PWZ, Total reimbursable semester hours from the Flat Rate Apportionment Claim - Form ICCB-4A. (2-decimal place numeric)
12	42-50	9	Amount Claimed: PWZ, Total dollar amount claimed from the Flat Rate Apportionment Claim Form - ICCB-4A. (2-decimal place numeric)
13	51-68	18	Not Used - Fill with zeros.
14	69-80	13	Not Used - Leave blank.

COURSE SECTION ENROLLMENT
(Apportionment Claim) S3 CARD

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - S
2	2	1	Card Number - 3
3	3-5	3	District Number
4	6-7	2	Campus Number: (01 for all single campus districts. Precede with zero. For multiple campus districts, see codes in Section V.)
5	8-12	5	Course Prefix (Alpha Numeric Left Justified)
6	13-16	4	Course Number (Alpha Numeric Left Justified)
7	17-18	2	Course Section Number (Alpha Numeric) Note: You may submit only one S3 card per section.
8	19	1	Apportionment Period Code 1 - Summer 3 - Fall 4 - Winter 6 - Spring Sequential Within a Fiscal Year
			End of Key Area
9	20-25	6	Course Section Beginning Date in YYMMDD form. This date is required for the apportionment program. The Course Initial Beginning Effective Date on the ICCB course master file must be prior to the starting date of any section of the course to qualify for apportionment.

S3 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
10	26-31	6	Course Section Ending Date in YYMMDD form. This date is required for the apportionment program. A course must have approved status as of this date. Therefore, a course which is being withdrawn must not be withdrawn (have a course ending effective date) prior to the end of the term in which the course is offered.
11	32-35	4	Course Section Credit Value: Courses with variable credit must have each credit hour value as a separate section. (Two decimal places, precede with zeros.) Report in semester hours if on semester system or quarter hours if on quarter system. Non-variable course credit hours must match the creidt hour value on the course master file.
12	36-39	4	Total Number Enrolled: Total number of students enrolled. Should be the sum of Items 13, 14, 15, 16, and 17. (Right justified numeric, precede with zeros.)
13	40-43	4	Total Out-of-District Reimbursable Enrollment: (Right justified, precede with zeros.)
14	44-47	4	Total Out-of-District Reimbursable Enrollment: (Right justified, precede with zeros.)
15	48-51	4	Total In-District Non-Reimbursable Enrollment: (Right justified, precede with zeros.)
16	52-55	4	Total Out-of-District Non-Reimbursable Enrollment: (Right justified numeric, precede with zeros.)
17	56-59	4	Total Out-of-State Enrollment: (Does not qualify for apportionment.) (Right justified numeric, precede with zeros.)

S3 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
*18	60-65	6	PCS HEGIS Code - OPTIONAL - FOR LOCAL USE ONLY: In the 6-digit numeric code, the first 2 digits are used for program and subprogram code. The last 4 digits are used for the four-digit program category (discipline/HEGIS) code.
*19	66-70	5	Local Course Section Number (Alpha Numeric - Left Justified) Required only if the college's course section numbers are more than two digits and, hence, different than in Item 7; otherwise leave blank. NOTE: A unique two-digit section number must still be used in Item 7. The local course section number is necessary to provide an audit trail for apportionment.
*20	71-72	2	Do Not Use
*21	73-78	6	Card ID/Counter: Numeric, PWZ Optional field--to be used as a unique card ID/Counter. Can be used by ICCB to more easily correct errors in apportionment EDITS and updates - recommend usage.
*22	79	1	Claim Type Identifier: ALPHA Use the following codes: R - Regular S - Supplemental Blank - Error Corrections
23	80	1	Update Code: A, C, D A-Add - Must be on all S3 cards of the original claim and the supplemental claim. Zeros are required in all enrollment fields that have no enrollment figures. C-Change - Used only on S3 cards for Error Correction Claims. For a change, the first 8 items (Columns 1-19) on the S3 card must be filled in, in addition to the items being corrected. For additional enrollments, only the additional amounts should be entered. For negative changes, only the amount to be subtracted should be entered by a minus overpunch of the number. A "C" must be punched in Column 80. D-Delete - Used only on S3 cards for Error Correction Claims. For a delete complete the first 8 items and place a "D" in Column 80.

*Note that usually a Delete is accompanied by an Add (A in Column 80) in order to make a correction to a key area error. Since a delete of an S3 also deletes all corresponding S6's, the accompanying Add card for the S3 should have Add cards to replace the automatically deleted S6's.

COURSE ENROLLMENT AND RESOURCES, S6 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - S
2	2	1	Card Number - 6
3	3-5	3	District Number
4	6-7	2	Campus Number: Two digit numeric, precede with zero. (01 for all single campus districts.)
5	8-12	5	Course Identification Prefix: Alpha-numeric prefix is first part of course identification number. Must be left justified.
6	13-16	4	Course Identification Number: Alpha-numeric course number is second part of course identification number. Must be left justified.
7	17-18	2	Course Section Number: Two digit alpha-numeric section identification code. (Section identification codes of the same course must be unique.)
8	19	1	Apportionment Period/Instruction Term Codes: 1 - Summer 3 - Fall 4 - Winter 6 - Spring Sequential Within a Fiscal Year

NOTE -- Key includes 1-19; 33-60; 65-73

9	20-24	5	"In Conjunction With" Course Identification Prefix. Leave blank if primary course. If not primary course, enter Course Prefix of primary course if this course is taught in the same place and at the same time as the primary course. (Designate one course as the Primary Course and report the other courses as In-Conjunction-With the Primary Course.) Must be left justified.

S6 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
10	25-28	4	"In Conjunction With" Course Identification Number. Leave blank if primary course. If not primary course, enter course number of Primary Course with which this course is being taught in conjunction. Must be left justified.
11	29-30	2	"In Conjunction With" Course Section Number. Leave blank if primary course. If not primary course, enter section number of the primary course with which this course is being taught in conjunction. Must be left justified.
12	31	1	Instructional Type Codes: L - Lecture D - Discussion/Lecture S - Seminar X - Laboratory/Laboratory-Discussion I - Independent Study E - Internship, Field Experience, Other Special Experiences A - Audio-Visual, Including Closed Circuit TV T - Television, Open O - Other
13	32	1	Not Used
14	33-38	6	Location Facility: Facility Codes: (facilities, building and room data must match data on the facilities inventory for all on-campus facilities.) Must be left justified. Columns (33, 34, 35) - Must be filled in. ONC - On-Campus facilities OFF - Off-Campus facilities EXT - Extension facilities FOR - Foreign Countries Note: The above facilities codes cannot be left blank. Columns 36, 37, 38 must be completed for all on-campus facilities. Additional facilities identifier (uniqueness should be maintained.)

Example:

If a college has three off-campus facilities, 1, 2, and 3 in town "B" and county "A", they may wish to code them as follows:

OFF AB1
OFF AB2
OFF AB3

S6 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
15	39-44	6	Location Building: Building Identification Codes Locally Assigned Buildings must have unique identification codes. (Read Facilities Section of the Conceptual Design Manual Pages 121-156.) Building Identification Codes are required for all on-campus buildings but are optional for off-campus and extension facilities. On-campus facilities data are necessary for facility inventory and utilization reports which are essential for capital development requests. This field may not be left blank. If you do not wish to report individual buildings for off-campus and extension facilities, use code OFF for off-campus and EXT for extension facilities. Left justified.
16	45-48	4	Location Room Number: Room Identification Number. All rooms in a given building must have unique identification numbers. Room numbers are required for all courses in on-campus buildings. This field may not be left blank. If you do not wish to report individual rooms for off-campus and extension buildings, enter OFF for off-campus and EXT for extension.
17	49-56	8	Meeting Days Codes: Column / Code / Day 49 / S / Sunday 50 / M / Monday 51 / T / Tuesday 52 / W / Wednesday 53 / H / Thursday 54 / F / Friday 55 / A / Saturday 56 / O / Open
18	57-60	4	Meeting Time - From HH:MM form 12:00 Midnight = 2400 8:00 a.m. = 0800 12:00 Noon = 1200 4:00 p.m. = 1600

S6 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
			For "Open" meeting days and "To Be Arranged" time schedules enter the number of hours and minutes of expected student attendance per week. In most cases this would be the minimum number of hours expected of all students although some students might spend much more time per week at their own option. (Note: An S7 card is needed for Open Labs and Open Classrooms) Examples: "Open" Class - 3 hours of expected attendance per week Enter 0300 "To Be Arranged" - scheduled 4 1/2 hours of expected attendance Enter 0430
19	61-64	4	Meeting Time - To HH:MM form For "Open" and "To Be Arranged" schedules enter TBA (left justified) Examples: 9:30 a.m. = 0930 2:00 p.m. = 1400 Open = TBA To Be Arranged = TBA
20	65-73	9	Instructor (Social Security Number) (If multiple instructors, submit multiple S6 cards.)
21	74-76	3	Instructor Fractional FTE Fraction of the faculty member's full-time equivalency (based on institutional definition) for teaching this course - expressed in decimals (9V99). 1. If 15 credit hours equals one FTE, an instructor teaching a 3 credit hour course would produce 3/15 or 0.20 FTE. (Punch 020) 2. If 16 contact hours equals one FTE, an instructor teaching a 3 credit hour course with lecture and lab which meets for 4 contact hours would produce 4/16 or 0.25 FTE. (Punch 025)

S6 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
22	77-79	3	Do Not Use
23	80	1	Update Code

A--Add - Use for all S6 cards, including multiple cards on initial and supplemental report each semester.

C--Change - Used to correct data submitted on an initial or supplemental S6 card. Data submitted on the card will replace data on original card by substitution.

D--Delete - will delete an entire S6 card previously submitted.

S7 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type: S
2	2	1	Card Number: 7
3	3-5	3	District Number
4	6-7	2	Campus Number
5	8-12	5	Course Identification Prefix: Alpha numeric prefix is first part of course identification. Must be left justified.
6	13-16	4	Course Identification Number: Alpha numeric course number is second part of course identification number. Must be left justified.
7	17-18	2	Course Section Number: Two digit alpha numeric identification code. (Section identification codes of the same course must be unique.) Note: The S7 card is for use in facility utilization reports and for that reason is associated primarily with a room rather than a particular course. In an "Open" classroom or lab situation in which multiple courses are using the room on an "Open" basis, only one S7 card might be submitted for that room. Therefore, items 5-6-7 need not be filled in with an actual course identification, but may be used to specify that this is a special situation such as "Open S7" in Columns 8-16. Also note that the use of the "Open" concept should be limited to those classrooms and particularly Labs which have self-instruction materials and/or an instructor present during those days and times that the room is declared as "Open."
8	19	1	Apportionment Period/Instruction Term Codes: 1 - Summer 3 - Fall 4 - Winter 6 - Spring

S7 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
9	20-25	6	Usage Beginning Date: Beginning date that this classroom was used in the "Open" mode in YYMMDD format.
10	26-31	6	Usage Ending Date: Ending date that this classroom was used in the "Open" mode in YYMMDD format.
11	32	1	Instruction Type: L - Lecture D - Discussion/Lecture S - Seminar X - Laboratory I - Independent Study E - Internship, Field Experience, other special experiences A - Audio-visual, including closed circuit TV T - Television, open O - Other
12	33-35	3	Facility Location: Facility Codes: (Note that facilities, building, and room data must match data on the facilities inventory file for all on-campus facilities) Columns 33, 34, 35 must be filled in. ONC-- On-campus EXT-- Extension OFF-- Off-campus FOR-- Foreign
13	36-38	3	Facility Identification: The facility identifier as reported on the facility inventory file and the S6 card.
14	39-44	6	Building Identifier: The building identifier as reported on the facility inventory file and the S6 card.
15	45-48	4	Room Identifier: The room identifier as reported on the facility inventory file and the S6 card.
16	49-56	8	Meeting Days: Use standard positional code (see Section III, Item 17 of this manual for codes) to show what days this room is in an "Open" situation.
17	57-60	4	Meeting Time-From: Time (HHMM) that the room begins to be in an "Open" mode.

S7 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
18	61-64	4	Meeting Time-To: Time (HHMM) that the room ceases to be in an "Open" mode.

If the classroom or lab is available for "Open" use in various blocks of time during the day or at different times or different days, multiple S7's may be necessary. Examples -- If classroom 104 is an an "Open" mode on MWF from 10:00 a.m. unitl 2:00 p.m. and on Tuesdays and Thursdays from 8:00 a.m. until 12:00 p.m., then two S7's would be necessary for this room:

Room I.D.	Meeting Days	Meeting Time From	Meeting Time To
	Card 1		
104	M W F	1000	1400
	Card 2		
104	T H	0800	1200

Similarly, if classroom 106 is in an "Open" mode on MWF from 10:00 a.m. until 2:00 p.m. and 4:00 p.m. until 6:00 p.m., two S7's would be necessary.

Room I.D.	Meeting Days	Meeting Time From	Meeting Time To
	Card 1		
106	M W F	1000	1400
	Card 2		
106	M W F	1600	1800

19	65-79	15	Do Not Use
20	80	1	Update Code:

A - Add
C - Change
D - Delete

REPORTING LARGE GROUP LECTURE--SMALL SECTION LAB COMBINATIONS VIA S3 AND S6 CARDS

To accurately reflect facility and resource utilization for Laboratory-Lecture classes which have a large group lecture class on one or more days per week and separate small laboratory sections meeting at different times and/or in different facilities, each section must be reported as a unique section on the S3 apportionment cards. The S6 resource cards that correspond to each S3 card will then represent the resources that this section utilized.

Note that if an S3 card is prepared for the large lecture section, the enrollment distributions cannot be allocated to the laboratory sections by the S6 cards because the S3 card contains the enrollment data.

Example:

Lecture Section A

Chemistry 101--4 cr. hrs. (.25 FTE) (all sections) (53 students) - Lecture Monday, Wednesday, Friday 8:00 - 9:00 a.m. in Room 150

Lab Section B (15 students) - Tuesday & Thursday 8:00 - 9:00 a.m. in Room 152

Lab Section C (20 students) - Tuesday 6:00 - 8:00 p.m. in Room 152

Lab Section D (18 students) - Monday and Wednesday 9:00 - 10:00 a.m. in Room 152

S3 and S6 Cards Needed

CARD	COURSE #	SECTION	CR. HOUR	# OF STUDENTS	DATA SHOWN
S3	Chem 101	A	4	53	
S6	Chem 101	A			Monday, Wednesday, Friday; Lecture 8:00 - 9:00 a.m. in Room 150 Instructor: John Smith
S3	Chem 101	B	0	15	(FTE = 3/16 = .18)
S6	Chem 101	B			Tuesday & Thursday; Laboratory 8:00 - 9:00 a.m. in Room 152 Instructor: Bill Jones
S3	Chem 101	C	0	20	(FTE = 1/16 = .06)

CARD	COURSE #	SECTION	CR. HOUR	# OF STUDENTS	DATA SHOWN
S6	Chem 101	C			Tuesday; Laboratory 6:00-8:00 p.m. in Room 152 Instructor: Jane White (FTE = 1/16 = .06)
S3	Chem 101	D	0	18	
S6	Chem 101	D			Monday & Wednesday; Laboratory 9:00-10:00 a.m. in Room 152 Instructor: Mary Rule (FTE = 1/16 = .06)

Example:

The instructor FTE calculations for each of the sections of the four-hour chemistry course in the example are explained below. In this example, assumptions concerning what constitutes Instructor FTE-ness are arbitrary. Each college would use its own locally defined FTE.

For the purposes of this example, 16 credit hours equated to 1 instruction FTE, with 1 lecture contact hr. = 1 cr. hr. and 2 lab contact hrs. = 1 cr. hr. The responsibility for this course is divided among four instructors. John Smith teaches the lecture portions, while Jones, White, and Rule teach the lab portions. Therefore, for each section, the instructor FTE breakdown is as follows:

Instructor	Course	Section	FTE
Smith (one class consisting of 3 sections)	Chem 101	A	3/16 cr. hr. = .18
Jones	Chem 101	B	1/16 FTE (1 cr. hr.) = .06
White	Chem 101	C	1/16 FTE (1 cr. hr.) = .06
Rule	Chem 101	D	1/16 FTE (1 cr. hr.) = .06

EXAMPLES OF USING S3 AND S6 CARDS IN SEVERAL DIFFERENT SITUATIONS

The following examples are suggested methods for claiming apportionment and reporting resources for several different types of instructional arrangements:

Independent Study:

Example 1: Five students are enrolled in History 101 during the fall semester on an independent study basis.

- Submit an S3 card for these five students as a unique section of History 101.
- Submit an S6 card designating that the instructional type is I-independent study. If the Meeting Days are O-open, leave Meeting Time and Facilities blank.

Example 2: An instructor allows one or two of the students in his regular class of 30 students to work on an independent study basis but in conjunction with the regular class.

- Include the one or two students on the same S3 and S6 cards as the entire class. This is assumed to be normal instructional procedure and does not constitute a separate section.

Variable Credit Courses:

Courses offered for variable credit must have unique sections for each credit value given.

Example: Typing 101 offered for variable credit up to a maximum of 4 credit hours.

Typing 101	Section A1	---	1 Credit Hour
Typing 101	Section A2	---	2 Credit Hours
Typing 101	Section A3	---	3 Credit Hours
Typing 101	Section A4	---	4 Credit Hours

- Submit S3 card for each section.
- Submit S6 card for each section but designate Section A1 as the primary course and report the other sections as "in-conjunction with" Section A1.
- Credit hours claimed on apportionment should match credit hours attempted by students. Note that you may want to submit these courses as supplementals to avoid this problem.

Open Enrollment - Variable Entry-Variable Exit:

Since each course section has unique beginning and ending dates, a unique section would seem essential for almost every student enrolled in "variable entry-variable exit" type of enrollment. However, since an enrollment period in a regular term lasts for at least a week and since the course duration in open enrollment situations must be estimated (based on the average length of time that it takes 95% of the students to complete the course), a practical approach is to create a new section for each week of enrollment.

Example: Art 132 Variable Entry-Variable Exit

Week #1	Art 132	Section 1A
Week #2	Art 132	Section 1B
Week #3	Art 132	Section 1C

- Submit S3 card for each section.
- Submit S6 card for each section but designate one section as primary course and use the "in-conjunction with" feature for other sections.
- Procedures for claiming sections for apportionment.

1. Sections are to be claimed as part of the regular apportionment claim if the mid-point of the course falls on or before the mid-point of the normal term during which the course is offered.
2. If the mid-point of a section falls after the mid-point date of a normal term but on or before the last date of the apportionment period, the section is to be claimed as part of the supplemental claim.
3. A section that has its mid-point fall after the end of a normal term should be claimed as part of the regular claim of the next apportionment period.

To Be Arranged and Open Classroom Procedure:

The user may add a "To Be Arranged" class or an "Open" class in several different ways. The recommended way to add a "TBA" class is for the user to punch the characters "TBA" in the "Meeting Time - To" field (Columns 61-64) of the S6 card. If the user knows the number of hours that will be required, he may put this amount in the "Meeting Time - From" field (Columns 57-60). In this case, the weekly student hours column will be incremented but not the weekly room hours column, since the class times are not definitely scheduled and may overlap with another scheduled class. (See Figure 1.)

If an "Open" class is to be input, the recommended method will be to put an alphabetic "O" in the eighth position of the "Meeting Days" field (Column 56). The program will then ignore any time punched in the "Meeting Days" field of the output report. If no numeric value is placed in the "Meeting Time - From" field (Columns 57-60) of the S-6 card, then "TO BE ARR" will appear in the "Meeting Time" field of the output report. If a numeric value is punched in the "Meeting Time - From" field of the S6 card, then this amount of hours will be added to the weekly student hours column, but not to the weekly room hours column, since no specific room usage time has been scheduled.

The "Open" option may also be used with the "TBA" option punched in the "Meeting Time - To" field (Columns 61-64). In this case, the user should punch an alphabetic "O" in Column 56, the course hours required in Columns 57-60, and "TBA" in Columns 61-64. "OPEN" will be printed in the "Meeting Days" field of the output report, the course hours in the "Beginning Time" field, and the characters "HRS TBA" following this. The weekly student hours column will again be incremented, but not the weekly room hours column.

The S7 card is to be used in conjunction with "Open" classes and "Open Lab" classes to add to the weekly room hours column. This card should be used to indicate times a room is open to student usage, although not in conjunction with a formal class presentation, as indicated on the S6 card. The S7 card should be used with specific meetings days and times only. The "Open" option and the "To Be Arranged" option should not be used since this card is to be used in conjunction with cards already using these options.

FIGURE 1

ILLUSTRATION OF "OPEN" CLASSROOMS AND "TO BE ARRANGED" SCHEDULES UTILIZATION ON FIUS60 FOR ONE ROOM

	STA-TIONS	COURSE	SECT.	DAYS	TIME	STU-DENTS	WEEKLY ROOM HOURS	WEEKLY STUDENT HOURS
ROOM	30	MATH 100	A	M W F	0800-0930	30	4.5	135.0
ONCL A 100		MATH 200	A	T H	0800-0930	20	3.0	60.0
		*OPEN 57	1	MTWHF	1000-1400	--	20.0*	--
TYPE		MATH 220	B	OPEN	0300 HRS-TBA	25	--	75.0*
110		MATH 220	C	OPEN	0300 HRS-TBA	15	--	45.0*
		MATH 220	D	OPEN	0300 HRS-TBA	30	--	90.0*
SQUARE		MATH 220	E	OPEN	0300 HRS-TBA	20	--	60.0*
FEET		PHYS 110	A	MTWHF	1420-1520	25	5.0	125.0
700		PHYS 280	B	T H	0400 HRS-TBA	10	--	40.0*
		HIST 100	N	M W	1800-2000	26	4.0	104.0
		HIST 102	C	T H	1800-2000	24	4.0	96.0
		ROOM OCC.					40.5	830.0

ROOM OCC. 74.5% STA. OCC. 52.2%

ROOM UTILIZATION RATE = 53 HOURS

* Without the "Open Lab" and the "TO BE ARRANGED" features the Utilization Rate would be:
ROOM OCC = 37.7%
STA OCC = 32.7%

ADDITIONAL INFORMATION ABOUT S6 CARD WHEN MULTIPLE CARDS ARE NEEDED

General Principle:

Each S6 card is associated with a unique S3 card. If for a given course section (S3) card there are multiple instructors, multiple rooms, or multiple meeting times, then multiple S6 cards are needed for each difference. The multiple S6 cards add to the information provided in the original S6 card regarding facilities, instructors, and meeting times. Due to the complexity of the S6 card, it is suggested that in the case of multiple S6 cards that all fields on all cards be filled with data, and that no data fields be omitted on any card. This is a departure from instructions in prior manuals, and procedures to establish this modification should be made as soon as possible.

Reporting Facilities Utilization in Modular Areas:

For modular areas of buildings which have the flexibility of being used for one room, two rooms, four rooms, etc. as desired and as needed, the question arises as to how these facilities should be reported on the S6 cards to accurately reflect its utilization. The following guidelines are suggested for this situation:

Consider the entire areas as one room (similar to gymnasium for PE purposes).

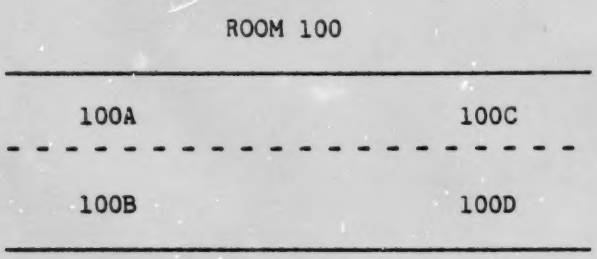
Report all classes that meet in the modular area. This will show how many students use the area for how many hours each day.

If two or more classes meet in the area at the same time but as separate classes, do not use the in-conjunction-with feature. Simply report the room used at the same time by all classes. The inventory data for that room should show that is has the flexibility of housing more than one class at a time. See the example on the next page for clarifiction.

NOTE: The room identifier must match the room inventory data on R3 card.

REPORTING COURSE ENROLLMENTS IN LARGE OPEN ROOMS THAT CAN BE SUBDIVIDED INTO TWO OR MORE SMALL ROOMS

The ICCB Facility Utilization Programs and Faculty Utilization Programs are designed to correctly report usage in large open class room areas which can be subdivided into two or more classrooms provided that the course enrollment data show the entire large classroom area. For example, if Room 100 is a large area that can be divided into as many as four separate classroom areas, see figure below:



The facilities inventory should show Room 100 with its entire area and its entire number of stations. The four possible divisions, 100A, 100B, 100C, and 100D, may be used for scheduling if desired but should not be included on the facilities inventory nor on the S6 card of the course enrollment data. The ICCB Facility Utilization Program will enable a number of different course to use the same room at the same time. In so doing, the program accounts for the number of hours that the room is used without duplication and it credits all of the student contact hours that are produced within the room. (Even if only one section of Room 100 is being used, the entire Room 100 gets credit for room usage; however, the station utilization will be accurately reflected.) Shown below is a sample from the ICCB Utilization Program FIUS60 which shows a large classroom area being used for one or more classes at a time.

COURSE	SECT	DAYS	TIME	STUDENTS ENROLLED	WEEKLY ROOM HOURS	WEEKLY STUDENT HOURS
MTH 099	01	M W F	1200-1250	26	3.0	78.0
MTH 130	02	T H	1300-1450	26	4.4	114.4
MTH 140	03	M W	1300-1450	20	4.4	88.0
MTH 110	04	M W F	1300-1350	32	1.0	96.0
MTH 114	04	M W F	1300-1350	22		66.0
MTH 110	05	T H	1400-1515	31	3.0	93.0
MTH 114	05	T H	1400-1515	26		78.0
PSY 101	06	M W F	1400-1450	27	3.0	81.0
MTH 150	02	M	1500-1650	6	2.2	13.2
ECO 101	02	M W	1830-1945	26	3.0	78.0
MTH 099	02	T H	1830-1945	27	3.0	81.0
MTH 110	06	T H	1830-1945	31		93.0
MTH 114	06	T H	1830-1945	17		51.0
MTH 131	01	M W	2000-2150	21	4.4	92.4
MTH 132	01	M W	2000-2150	13		57.2
BUS 242	41	T H	2000-2115	13	3.0	39.0
COM 102	04	M W	2000-2115	20		60.0
MTH 099	03	T H	2000-2115	26		78.0
COM 111	05	M W	2130-2245	17	3.0	51.0
ROOM OCC.	169.5%		STA. OCC.	102.1%	67.8	2,449.2

STUDENT ENROLLMENT CARD FORMAT
(E1 AND E2 CARDS)

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Record Type: E
2	2	1	Type of Submission 1 - 10th day (End of Regular Registration) 2 - All Other Enrollment Additional After 10th Day
3	3-5	3	District Number
4	6-7	2	Campus Number
5	8-16	9	Student Identifier: Social Security Number (If no social security number available, use locally assigned student identification number.)
6	17	1	Apportionment Period/Instruction Term Codes: 1 - Summer 3 - Fall 4 - Winter 6 - Spring
7*	18-19	2	Fiscal Year: For 1980-81 (FY 1981), enter 81. Note Fall 1980 is FY 1981
8	20	1	Enrollment Status 1 - First time student (summer students are also shown as first time in fall**) 3 - Transfer student** 5 - Continuing student 7 - Re-admit student
9	21-26	6	Previous Institution: FICE Code of immediate previous institution from which student transferred. (Leave blank if student is not a transfer student or if information is not available.***)

* Card columns 1-19 (Items 1-7) constitute the record key for the E1 card data. Errors in this area must be corrected by deleting old record and adding new one.

** Be sure that IBHE definitions are used for these two classifications. (See Section II.)

*** See FICE codes in Section II.

STUDENT ENROLLMENT CARD FORMAT
(E1 and E2 Card)

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
10	27-28	2	Student Level Codes: 01--Freshman 02--Sophomore 09--High School Student 10--Unclassified or Other Enrolled in college classes but still attending high school
11	29	1	Residency Codes: 01--In-District 03--Out-of-District 04--State Correctional Institution 05--Out-of-State 06--Federal Correctional Institution 07--Foreign Country
12	30-32	3	Illinois County Code: Use 3 digit numeric county code in Section II, and in the Data Base Director on Page 70. (Out-of-state, leave blank)
13	33-35	3	Out-of-District Students: From all other community college districts--enter home district number. From Illinois non-community college district--enter 701. Leave blank for in-district, out-of-state students, foreign students, or if information is not available.
14	36	1	District Instructional Arrangement: LEAVE BLANK--If student is not a chargeback or shared student, otherwise code as shown below. 1-- (Shared From): If student is officially enrolled at another college, but is also taking courses at your college as a shared student 3-- (Shared By): If student is officially enrolled at your college, but is also taking courses in another college as a shared student 7-- Chargeback: A student with a chargeback authorization attending your college
15	37-38	2	State Code: State of Origin (Residency) of student at time of initial enrollment. Use two digit numeric state code shown in Section II of this manual and in the Data Base Directory, Page 70.

STUDENT ENROLLMENT CARD FORMAT
(E1 AND E2 CARDS)

	ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
	16	39-42	4	Credit Hours Enrolled as of the end-of-registration date. Report total of all credit courses for which student is enrolled. (Two decimal field - 99V99)
	17	43	1	Credit Hour Type: Enter S - Semester credit hours Q - Quarter credit hours
*	18	44-48	5	Students Curriculum Curriculum Prefix: Alpha-Numeric five digit-left justified. Must be identical to the curriculum prefix as approved on ICCB Form 20 and shown on ICCB Curriculum Master File.
	19	49-52	4	Curriculum Number: Alpha-Numeric four digit-left justified. Must be identical to curriculum number as approved on ICCB Form 20 and shown on ICCB Curriculum Master File.
	20	53-58	6	Birthdate in YYMMDD form. August 27, 1956 would be entered 560827. (If birthdate is unknown, leave blank.)
**	21	59	1	Ethnic/Racial Classification: 1--Asian or Pacific Islander 2--American Indian or Alaskan Native 3--Black Non-Haspanic 4--Hispanic 5--White Non-Hispanic 6--Non-Resident Alien
**	22	60	1	Sex: Use numeric codes Must contain one of the following codes: 1--Male 2--Female

* PCS code, HEGIS code, and Degree/Certificate type will be entered on the student record by a computer program interface with the ICCB Curriculum Master File. Curriculum I.D. number must match the I.D. number on the ICCB Curriculum Master File exactly. If a change card is submitted (C in Column 80), that changes the curriculum prefix and number fields must be present in the transaction. That is, the area for prefix and number is to be considered as one data item or field.

** NCES and the Office of Civil Rights (OCS) insist that the college classify students who refuse to indicate their ethnic/racial classification. ICCB suggests the same procedures be applied to the sex classification.

STUDENT ENROLLMENT CARD FORMAT
(E1 AND E2 CARDS

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
36	78-79	2	Do Not Use
37	80	1	Update Code A--Add--For original submission of E1 or E2 card for given term C--Change--Used only to correct or modify an original submission D--Delete--Used to completely delete an original submission

EXPLANATION OF HANDICAPPED, DISADVANTAGED, AND LIMITED ENGLISH SPEAKING CODES USED BY DAVTE AND SUGGESTED FORMATS

This section is included for local college use at their own option and is not required or endorsed by the ICCB.

The following pages of definitions, explanations, and categories of Handicapped, Disadvantaged, and Limited English Speaking codes used for reporting purposes by the DAVTE were developed by the DAVTE staff members working with the ICCB MIS staff and provide a summary of essential definitions and procedures needed by any college which complies with DAVTE reporting requirements.

Limitations: Although the following pages clarify the reporting requirements, there are still a number of serious limitations and cautions, including the following:

The Handicapped category is very clinical or psychological in nature and may be too sensitive to be kept on a computer file by individual student.

Many of the definitions are too vague to provide consistency of reporting. Some of this vagueness is due to the federal legislation which provides special funding for these areas. Academically, Disadvantaged Student and Limited English Speaking Student have very vague definitions.

The ICCB MIS is capable of producing the VEDS data for the colleges only if the community college submits all of the data required in the VEDS reports. The handicapped data is part of this requirement; hence, if a college does not submit special needs data to the ICCB on the E1 cards, the college will be required to send a separate supplementary report to the Illinois State Board of Education--Department of Adult, Vocational and Technical Education.

Please note that the special needs categories of Handicapped, Limited English Speaking and Disadvantged are now DUPLICATED COUNTS, i.e., if a person is both handicapped and disadvantaged, he or she is reported twice, once as handicapped and once as disadvantaged. Unduplicated counts can still be produced upon request.

SUGGESTED FORMAT FOR HANDICAPPED, DISADVANTAGED, AND LIMITED ENGLISH SPEAKING CODES
OPTIONAL FOR LOCAL USE - NOT REQUIRED BY THE ICCB

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
29	70-71	2	Handicapped Status: These handicapped categories are identical to the ones utilized by DAVTE for reporting and additional funding in occupational/technical courses. Definitions of handicapped students and procedures for identification are shown on the next few pages. Substantive evidence of the handicapped condition must be on file at the college. For reporting purposes, a handicapped person is someone who has a physical or mental impairment. Codes: 00 - Not Handicapped 01 - Mentally Retarded 02 - Hard of Hearing 03 - Deaf 04 - Speech Impaired 05 - Visually Handicapped 06 - Seriously Emotioanlly Disturbed 07 - Orthopedically Impaired 08 - Other Health Impaired 09 - Specific Learning Disability 10 - Deaf-Blind 11 - Multihandicapped
30	72	1	Limited English Speaking Ability: This code is identical to the one utilized by DAVTE for reporting and additional funding in occupational/technical courses. Definition of limited English speaking ability and procedure for identification are shown on the next few pages. Substantive evidence of limited English speaking ability must be on file at the college. Codes: 0 - Not Applicable 1 - Limited English Speaking
31	73	1	Disadvantaged Status: These disadvantged categories are identical to ones utilized by DAVTE for reporting and additioanl funding in occupational/technical courses. Definitions of disadvantaged students and procedures for identification are shown on the next few pages. Substantative evidence of disadvantage must be on file at the college. Codes: 0 - Not Disadvantaged 1 - Economically Disadvantaged 2 - Academically Disadvantaged 3 - Both Academically and Economically Disadvantaged

DEFINITIONS AND EXPLANATIONS OF HANDICAPPED CATEGORIES USED BY DAVTE

HANDICAPPED

According to P.L. 94-482 (Education Amendments of 1976 - Title II), a handicapped person is a person who has one of the impairments listed below and requires special services to succeed in a vocational education program. This person may also have limited English speaking ability or be disadvantaged and should be coded in all appropriate categories. Substantive evidence of the handicapping condition must be documented either from medical records or, where appropriate, by psychological (and/or physiological) diagnosis. As of September 1980, students under 21 years of age are required to have an Individualized Education Program (IEP) as prescirbed under P.L. 94-142 (Education for All Handicapped Childred Act.)

The following definitions are specified in P.L. 94-192 and have been adopted to promote compatibility with other data collection systems in identifying and reporting students:

1. "Mentally Retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects child's educational performance.

2. "Hard of Hearing" means a hearing impairment, whether permanent or fluctuation, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

3. "Deaf" means a hearing impairment which is so sever that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

4. "Speech Impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

5. "Visually Handicapped" means a visual impairment which even with correction adversely affects a child's educational performance. The term includes both partially seeing and blind persons.

6. "Seriously Emotionally Disturbed" is defined as follows:

   (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects education performanc :

      (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

      (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

      (C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression; or

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes people who are schizophrenic or autistic. The term does not include people who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

7. "Orthopedically Impaired" means a severe orthopedic impairment which adversely affect a person's educational performance. The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other cause (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures.)

8. "Other Health Impaired" means limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a person's educational performance.

9. "Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditons as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantaged.

10. "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and education problems that they cannot be accommodated in special education programs solely for deaf or blind persons.

11. "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe education problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind persons.

Important additional information on compliance with Section 504 of the Rehabilitation Act of 1973 can be found in Recruitment, Admissions and Handicapped Students. Copies are available on request by writing:

Director, Technical Assistance Unit
Office of Program Review and Assistance
330 Independence Avenue, S.W.
Washington, D.C. 20201

DEFINITION AND EXPLANATION OF LIMITED ENGLISH SPEAKING ABILITY CATEGORIES USED BY DAVTE

LIMITED ENGLISH SPEAKING ABILITY

Limited English speaking ability means any member of a national origin minority (including handicapped or disadvantaged) who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. Some examples of national origin minorities are Mexican, Portuguese, Vietnamese, Chinese, and Puerto Ricans. The chief administrative official shall determine the method and the staff persons responsible for making the identification. Substantive evidence of limited English speaking ability (LESA) condition must be kept on file.

Limited English speaking ability persons vary in the degree of English proficiency in the areas of understanding, speaking, reading, and writing. To assist in student identification and in delivery of services, the following levels of English language proficiency developed by the Illinois Office of Education, Bilingual Section may be used:

1. The individual does not speak, understand, or write English, but may know a few isolated words or expressions.

2. The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

3. The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

4. The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.

DEFINITIONS AND EXPLANATIONS OF DISADVANTAGED CATEGORIES USED BY DAVTE

DISADVANTAGED

P.L. 94-482 is the legislative source of the following definitions.

"Disadvantaged" means any person (including handicapped or LESA) having academic or economic disadvantages, and requiring special services, assistance, or programs in order to enable them to succeed in vocational education programs. Substantive evidence of the condition must be documented.

"Economic disadvantaged" means:

1. Family income is at or below national poverty level;
2. Participant or parent(s) or guardian of the participant is unemployed;
3. Participant or parent(s) of participant is recipient of public assistance; or
4. Participant is institutionalized or under state guardianship.

Students at the postsecondary and adult levels may be identified from Basic Education Opportunity Grant records or similar financial aid. Operationally, economically disadvantaged students are those particpaints in BEDG's or similar financial aid or work study programs.

"Academic disadvantaged" means that a person:

1. Lacks reading and writing skils;
2. Lacks mathematical skills; or
3. Performs below grade level.

For the postsecondary and adult levels, an academic disadvantaged can be determined by reporting students enrolled in remedial instruction, on academic probation, or other documented criteria determined by standard evalution instrument(s).

Two additional conditions applicable to disadvantaged students are:

1. Language (communication problems although native language is English); or
2. Other remedial effects (attendance or behavioral problems not covered by other condition).

DEFINITION OF INSTRUCTIONAL SETTING

Mainstream/No Support Program is one that is conducted in an itegrated setting, i.e., students having special needs together with students not havng special needs. A student having special needs should be reported in a mainstream/no support program if that student experiences full participation in a mainstream vocational education program where NO additional vocational education funds are provided to assist the student.

Mainstream/Support Program is one that is conducted in an integrated setting, i.e., students having special needs together with students not havng special needs. A student having special needs should be reported in a mainstream/with support program if that student experiences full participation in a mainstream vocational education program where ADDED SUPPORT SERVICES ARE PROVIDED BY VOCATIONAL EDUCATION FUNDS TO ASSIST THE STUDENT THROUGH CRITERIA ESTABLISHED BY ISBE/DAVTE.

Separate Program refers to a program in which the person with special needs is enrolled at a regular school or separate institution in a vocational education program where the enrollment is limited to handicapped, disadvantaged or limited English proficiency persons. Also include vocational education program activites provided for these students in hospitals or at the student's home.

For mainstream/support and separate programs, report persons with special needs who meet the requirements under the law for the three special needs categories (handicapped, LEP, and disadvantaged) who by reason thereof:

1. Require and receive special education assistance and related services; and

2. Cannot succeed in the regular vocational education program without special educational assistance; or

3. Require a modified vocational education program.

The term "special educational assistance" includes specially designed instruction, teachers' aides to support classroom or lab instructon, taped texts, interpreters, or other effective methods of making orally delivered materials available to students, classroom equipment adapted for use by students with manual impairments, and oter similar services and actions, as well as facility modifications.

The term "related services" includes transportation and such developmental, corrective and other supportive services as are required to assist a handicapped person to benefit from he vocational education program. Such services include speech pathology and audiology, psychologicl services, physical and occupational therapy, recreation, counseling services, and medical services for diagnostic or evaluation purposes.

DEFINITION OF INSTRUCTIONAL APPROACH

Cooperative Education is a program of vocational education for persons who, by written cooperative arrangements between the school and employers, are employed and receive compensation, and also receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field. However, these two experiences must be planned and supervised by the school and employers so that each contributes to the person's education and his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Apprentice means persons registered either by the federal or state government and currently enrolled in a related course leading to journeyman status (apprentice program).

FACULTY AND STAFF INVENTORY AND UTILIZATION MODULE

The Faculty and Staff Inventory Module of the ICCB MIS was initiated on a pilot basis using FY 1975 data for full-time teaching faculty only. During FY 1976, an attempt was made to collect both full-time and part-time faculty data for the Fall Term and for the entire year. A great deal of difficulty was experienced in attempting to obtain data which would accurately reflect the appointment and assignments of faculty during the Fall Term. This data is often dependent on the workloads during the next semester. Hence, to obtain the most accurate data the best time to obtain it is at year end after all assignments and adjustments are known.

The experience with the faculty and staff module have also resulted in the following recommended revisions:

1. Item 12 - Marital Status on P2 card is designated as on optional field which is not required for ICCB but may be used for local college use.

2. An Unknown category was added to the Birthday Item (Item #6 on P2 card).

3. The HEGIS area code of the appointment was revised to include the Program Classification Structure (PCS) code and the first two digits of the HEGIS area code (Items 16 and 17 on P5 card).

4. The procedure for collecting faculty and staff data was changed so that the data would be collected at the end of the fiscal year and coinciding with the same terms as used in the Unit Cost Study.

5. The new HEGIS definitions and classifications for the ethnic/racial codes were implemented replacing the previous classifications (Items 11 on the P2 cards).

6. A date of initial employment at the college in the present position is a required item.

7. An employment classification code is a required item.

FACULTY AND STAFF INFORMATION P2 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - P
2	2	1	Card Number - 2
3	2-5	3	District Number
4	6-7	2	Campus Number: Two digit numeric, precede with zero. (01 for all single campus districts.)
5	8-16	9	Social Security Number: Nine digit numeric
6	17-22	6	Not Used
			---------- End of Key Area ----------
7	23-52	30	Name: Left justified alpha - Last Name, First Name, and MI. Example: Smith, John T. (For local college use only) Should be left blank for submission to the ICCB.
8	53	1	Sex: Use alpha codes. M - male F - female Blank - not known
9	54-59	6	Birthday: In year, month, day order - YYMMDD If unknown, enter 999999
10	60-63	4	Citizenship: Left justified alpha codes US - United States Citizen (for codes of foreign countries, see Data Base Directory) (OPTIONAL-NOT REQUIRED FOR ICCB SUBMISSIONS)
11	64	1	Ethnic/Racial Classification: (New HEGIS Definitions) (Leave blank if unknown.) 1 - Asian or Pacific Islander 2 - American Indian or Alaskan Native 3 - Black Non-Hispanic 4 - Hispanic 5 - White Non-Hispanic 6 - Non-Resident Alien 7 - Refuse to Indicate
12	65	1	Marital Status: Alpha Codes (OPTIONAL NOT REQUIRED FOR ICCB SUBMISSIONS) S - Single M - Married L - Legally Separated W - Widowed D - Divorced X - Unknown

P2 Card

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
13	66	1	Physical Handicap Status: The designation of employee physical deficiency or impairment that may require special arrangements. (OPTIONAL-NOT REQUIRED FOR ICCB SUBMISSIONS) Codes: A - Ambulatory S - Sight H - Hearing O - Other Y - Yes, Unspecified N - None X - Unknown
14	67	1	Highest Degree/Diploma/Certificate Earned: Highest Earned Award R - Certificate and Diplomas (less than one year) C - Certificate and Diplomas (one year or more) A - Associate Degree B - Bachelor's Degree M - Master's Degree P - First Professional Degree D - Doctoral Degree O - Other
15	68-73	1	Date of Initial Employment in present position at the College: Put in date of initial employment in YYMMDD form. For September 1, 1953 enter 530901.
16	74	1	Employment Classification: Primary general area of employment at the college. Code — Description 1 — Teaching Faculty 2 — Administrative 3 — Non-Teaching Faculty Example - Counselors, Librarians, Etc. 4 — Professional staff other than administrative or faculty 5 — Para-Professional Staff 6 — Classified Staff
17	75-78	5	Date of Initial Employment at College in any position: (Optional For FY 1980). Put in year and month in YYMM form. For July 1967 enter 6707.
18	80	1	Update Code: A-Add, C-Change, D-Delete

P5 CARD

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
18	50-51	2	HEGIS Ares: (Numeric code) Two-digit HEGIS Area of the Appointment: Examples: 04 - 0400 Biological Science 17 - 1700 Mathematics 15 - 1500 English 49 - 4900 General Studies 00 - 0000 HEIGS Does Not Apply (Secretary)
19	52-54	3	ANNUAL (FISCAL YEAR) FTE: Full-time Annual Equivalency of the employee's appointment. Two decimal place numeric. (Precede with zeros.) DEFINITIONS APPOINTMENT FTE: Appointment FTE is defined to be the institutionally defined full-time equivalency of a given appointment times the fraction of a full (52 week) year of the appointment. (Same definition as Staff Year) Example 1: Full-time teaching appointment for 39 weeks (9 months) 1 FTE X 39 weeks / 52 weeks = .75 appointment FTE Example 2: One-fourth time appointment for one quarter (13 weeks or 3 months) 1/4 FTE X 13 weeks / 52 weeks = .06 (1/16) appointment FTE
20	55-79	25	Not Used
21	80	1	Update Code: A - Add C - Change D - Delete

ASSIGNMENT DATA, P7 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - P
2	2	1	Card Number - 7
3	3-5	3	District Number
4	6-7	2	Campus Number
5	8-16	9	Social Security Number
6	17-18	2	Appointment Number: (2 digit-numeric; precede with zero) Sequential number of appointments for each employee, beginning each fiscal year. 01 -- first appointment 02 -- second appointment
7	19-20	2	Assignment Number: (Numeric - P W Z) Sequential number of assignments for each employee beginning each fiscal year. 01 -- first assignment 02 -- second assignment
8	21-22	2	Not Used
---------- End of Key Area ----------			
9	23-30	8	Assignment Program Function/OE Code: Program function for the specific assignment using the first eight digits of the Manpower Assignment C de as described in "A Manual for Manpower Accounting in Higher Education (Winter, 1971)"
10	31-33	3	Assigment FTE: Full-time equivalency of the assignment (two-decimal place numeric - P W Z) The assignment FTE is used to prorate the faculty appointment. It should be based on the staff member's full-time equivalency for the length of the assignment.

P7 CARD

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
			Example 1: Teaching a 3-hour course for one semester. Institutional definition of FTE is 30 course hours per year or 15 course hours per semester. Assignment FTE = 3/15 or .20 FTE
			Example 2: Teaching full-time for 9 months. Assignment FTE = 1.00
			Example 3: Teaching full-time during one summer term. Assignment FTE = 1.00
			Note: Sum of assignment FTE's can equal 1.00 or more. Each assignment should be given a proportionate FTE, however, so that it can be costed appropriately.
11	34-39	6	Assignment Begin Date: Date on which the assignment becomes effective in YYMMDD form.
12	40-45	6	Assignment End Date: Date on which the assignment ends in YYMMDD form.
13	46-48	3	Assignment Period: (Precede with zero) 3-digit-one decimal place period of the assignment in weeks.
14	49-79	31	Not Used
15	80	1	Update Code: A - Add, C - Change, D - Delete
			Note: For multiple assignments within each appointment, use Multiple P7 cards.

FACILITY INVENTORY

The purpose of the ICCB Facility Inventory is to provide data about the status of the facilities in the public community colleges of Illinois, and to produce more appropriate facility utilization reports. To provide for these purposes, it will be essential to develop a facility inventory for all on-campus facilities.

On-campus facilities are those facilities which are located either on the site where state funds have been appropriated for the construction of permanent facilities or at the legal address of the institution. The facility cards (F3 and F6) contain data relative to cost, year of construciton, ownership, and condition. Hence, although it is possible for a facility to include more than one building, if any of the above data are unique for a building, then each building should be considered to be a separate facility. In some cases, it might even be desirable to consider a wing of a building to be a separate facility. This might be when the wing of a building constituted a separate building project.

Facility inventory data needs to updated only as new buildings are added to the campus or remodeling makes it necessary. This update should be submitted to ensure current inventory and utilization data.

FACILITY INVENTORY F3 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - F
2	2	1	Card Number - 3
3	3-5	3	District Number
4	6-7	2	Campus Number: Two-digit numeric P W Z
5	8-13	6	Facility Identifier: First three columns must contain one of the following: Column 8, 9, 10 ONC - On-Campus OFF - Off-Campus EXT - Extension For - Foreign Column 11, 12, 13 Must contain locally assigned facility identifier (must be unique) (left justified, alpha-numeric)
6	14-23	10	Not Used
---------- End of Key Area ----------			
7	24-59	36	Facility Name: Locally assigned facility name. Left justified
8	60-67	8	Facility Abbreviation: Locally assigned facility abbreviation.
9	68-77	10	Location Codes: Institutionally determined for local use.
10	78-79	2	Not Used
11	80	1	Update

FACILITY INVENTORY, F6 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - P
2	2	1	Card Number - 6
3	3-5	3	District Number
4	6-7	2	Campus Number: Two-digit numeric P W Z
5	8-13	6	Facility Identifier: Unique facility name or number (alpha-numeric - left justified) Columns 8, 9, and 10 must contain ONC for On-Campus Facilities to match S6 cards data Columns 11, 12, and 13 must contain locally assigned identifier of the facility (usually building identifier)
6	14-23	10	Not Used
---------- End of Key Area ----------			
7	24-30	7	Gross Area: (numeric - P W Z) in square feet. The sum of floor areas of the facility measured in terms of gross square feet.
8	31-34	4	Year of Construction: (Numeric - four digit) Year when facility was constructed (completed)
9	35-42	8	Book Value: (Numeric - P W Z) The dollar amount carried by the institution on its financial records as the book value of the facility. Generally the original cost of construction plus remodeling or additions. Should not include movable equipment.
10	43-50	8	Estimated Replacement Cost: (Numeric P W Z) The estimated cost to replace the facility at the time of the inventory or cost of leasing a leased facility. (Probably insured amount of owned facility)
11	51	1	Ownership Code: (alpha) O Owned Fee Simple (buildings which have no outstanding local or state bonded indebtedness) A Title vested in the istitution and being paid for on an amortization schedule (regardless of whether the facility is shared with another institution or organization) This

FACILITY INVENTORY, F6 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
			would include all Capital Development Board projects until state and local bonds are retired. It would also include locally funded projects until local bond issues are retired.
			H Title vested in a holding company or building corporation to which payments are being made by the institution; title will ultimately pass to the institution. (Include lease-purchase arrangements.) Illinois Building Authority Projects
			L Not owned by the institution, but leased or rented to the institution at a typical local rate.
			C Not owned by the institution, but made available to the institution either at no cost or at a nominal rate.
			S Not owned by the institution, but shared with an educational organization that is not a postsecondary educational institution.
			T Not owned by the institution, but shared with another postsecondary educational institution.
			X Other (e.g., not owned by the institution, but shared with a non-educational institution.)
12	52	1	Condition Code: (alpha)
			S Satisfactory Suitable for continued use with normal maintenance
			A Remodeling-A Requires restoration to present acceptable standards without major room use change, alterations, modernizations, or expansion. The approximate cost of Remodeling A is not grater than 25% of the estimated replacement cost of the facility.
			B Remodeling-B Required major updating and/or modernization of the facility. The approximate cost of Remodeling B is greater than 25%, but not greater than 50% of the estimated replacement cost of the facility.

FACILITY INVENTORY, F6 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
			C Remodeling-C Requires major remodeling of the facility. The approximate cost of Remodeling C is greater than 50% of the replacement cost of the facility.
			D Demolition Should be demolished or abandoned because the facility is unsafe or structurally unsound, irrespective of the need for the space or the availability of funds for a replacement. This category takes precedence over categories S, A, B, and C. If a facility is scheduled for demolition its condition is recorded as "demolition," regardless of its condition.
			T Termination Planned termination or relinquishment of occupancy of the facility for reasons other than unsafeness or structural unsoundness, such as abandonment of temporary units or vacation of leased space. This category takes precedence over S, A, B, and C. If a facility is scheduled for termination, its condition is recorded as "termination," regardless of its condition.
13	53	1	Functional Suitability: Institutionally defined rating for the appropriateness of the facility to its assigned activity. S - Satisfactory M - Needs major renovation E - Needs fixed equipment I - Inadequate
14	54-59	6	Facility Inventory Date: Current date when inventory is being done.
15	60-64	5	Local Funds: (numeric PWZ) Amount in thousands of dollars obtained from local funds for the book value of this facility.
16	65-69	5	State Funds: (numeric PWZ) Amount in thousands of dollars obtained from state funds for the book value of this facility.

FACILITY INVENTORY, F6 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
17	70-74	5	Federal Funds: (numeric PWZ) Amount in thousands of dollars obtained from federal funds for the book value of this facility.
18	75-79	5	Other Funds: (numeric PWZ) Amount in thousands of dollars obtained from other sources such as private donations, foundations, etc.
19	80	1	Update Codes: A-Add, C-Change, D-Delete

B3 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - B
2	2	1	C rd Number - 3
3	3-5	3	District Number
4	6-7	2	Campus Number
5	8-13	6	Facility Identifier: First three columns must contain one of the following: Columns 8, 9, 10 ONC - On-Campus OFF - Off-Campus EXT - Extension FOR - Foreign Columns 11, 12, 13 Must contain locally assigned facility identifier (must be unique) (left justified, alpha-numeric)
6	14-19	6	Building Identifier: Locally assigned - alpha-numeric identifier of builing (must be unique).
7	20-23	4	Not Used
---------- End of Key Area ----------			
8	24-30	7	Assignable Area: All areas available to occupant, in square feet.
9	31-37	7	Non-Assignable Area: All non-assignable area of a building, in square feet. Should equal sum of items 10, 11, 12, and 13.
10	38-43	6	Custodial Area: Custodial area of a building, in square feet.
11	44-49	6	Circulation Area: Non-Assignable area--area in square feet required for physical access to some subdivision of space.
12	50-55	6	Mechanical Area: Mechanical area of a building, in square feet.
13	56-61	6	Structural Area: Structural area of a building, in square feet (numeric - P W Z)
14	62-63	2	Number of Levels: Number floor levels in the builing. (Numeric - P W Z)

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT

Category	PCS	HEGIS Range
Baccalaureate	1.1	0101 to 4985
Occupational	1.2	0101 to 5999
Non-Credit	1.1	0101 to 5999
Remedial/ Developmental	1.1	0101 to 5999
General Studies	1.5	0101 to 5999
Development/Review Voc Skills	1.6	01010 to 5999

11	61-68	8	Not Used
12	69-73	5	Curriculum Prefix: Alpha-numeric. Left justified. This field and the next (Item 13) are a cross reference to the curriculum master file and pinpoints the specific curriculum under which this course was approved.
13	74-77	4	Curriculum Number: Alpha-numeric. Left jusitfied. See above item 12 for explanation.
14	78-79	2	Not Used
15	80	1	Update Code: A - Add; C - Change

COURSE MASTER CARD FORMAT - M6

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - M
2	2	1	Card Number - 6
3	3-5	3	District Number
4	6-7	2	Campus Number: Two-digit numeric, precede with zeroes.
5	8-12	5	Course Identification Prefix: Alpha-numeric, left justified.
6	13-16	4	Course Identification Number: Alpha-numeric, left justified.
7	17-18	2	Sequence Key: Numeric, PWZ. For changes only. (See M3 card narrative on sequence key for explanation.)
8	19-20	2	Not Used
9	21	1	Credit Type: D-Degree and Certificate; C-Certificate only.
10	22-23	2	Not Used
11	24	1	Variable Credit Hours: V - Variable N - Non-variable
12	25-28	4	Number of Credit Hours: Two decimal place numeric, PWZ. (99V99)
13	29-32	4	Lecture Weekly Contact Hours: Two decimal place numeric, PWZ (99V99)
14	33-36	4	Lab Weekly Contact Hours: Two decimal place numeric, PWZ (99V99)
15	37-40	4	Course Duration: Numeric PWZ. Number of days course would normally be in session, based upon the contact hours specified in Items 13 and 14.
16	41	1	Not Used
17	42-47	6	Course Initial Effective Date: (YYMMDD) Numeric. The date on which the new or revised course should take effect.

COURSE MASTER CARD FORMAT - M6

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
18	48-53	6	Course Ending Effective Date: (YYMMDD) Numeric. For adds (A in Column 80) this date would not be punched. For changes (C in Column 80) this date represents the time that the old sequence is to be terminated.
19	54-79	26	Do Not Use: Reserved for data to be entered by ICCB MIS.
20	80	1	Update Code: A - Add; C - Change. Note: Adds (A) may only be used in a case where there is no corresponding course prefix and number file, even in a withdrawn status.

CURRICULUM MASTER CARD FORMAT - D3

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - D
2	2	1	Card Number - 3
3	3-5	3	District Number
4	6-7	2	Campus Number: Two-digit Numeric, PWZ
5	8-12	5	Curriculum Identification Prefix: Alpha-numeric, left justified.
6	13-16	4	Curriculum Identification Number: Alpha-numeric, left justified.
7	17-18	2	Sequence Key: Numeric, PWZ. Note that the sequence key is punched only for changes. For example, a curriculum master file list shows the follwing curriculum: CURR ID / CURR NUM / SEQ NO / CURRICULUM TITLE ACCT / 0500 / 01 / Accounting If the curriculum title is to be changed to "Basic Accounting," then a D3 and D6 card would need to be punched with a "C" in Column 80 and an "01" in the sequence key. In other words, keypunch only the sequence number of the record that you wish to change.
8	19-54	36	Curriculum Title: Alpha-numeric, left justified.
9	55-56	2	Program Classification Code: Numeric. Use only the following codes: 11 - Baccalaureate 12 - Occupational 13 - Non-Credit Community Education 14 - Remedial/Developmental 15 - General Studies 16 - Development and/or Review of Vocational Skills
10	57-60	4	HEGIS Code: Numeric
11	61-62	2	Not Used

CURRICULUM MASTER CARD FORMAT - D3

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
12	63-68	7	OE Curriculum Code - DVTE: Numeric PWZ
13	69-79	11	Not Used
14	80	1	Update Code: A - Add; C - Change

CURRICULUM MASTER CARD FORMAT - D6

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - D
2	2	1	Card Number - 6
3	3-5	3	District Number
4	6-7	2	Campus Number: Two-digit numeric, PWZ
5	8-12	5	Curriculum Identification Prefix: Alpha-numeric, left justified.
6	13-16	4	Curriculum Identification Number: Alpha-numeric, left justified.
7	17-18	2	Sequence Key: (See D3 explanation)
8	19-20	2	Cooperative Program: Use the following codes if this curriculum is a cooperative program or leave blank. C1 - Intra-district agreement with other community colleges of a given district. C2 - Inter-district agreement. C3 - Senior public institution agreement. C4 - Private institution agreement. C5 - Proprietary institution agreement. C6 - Interstate agreement. C7 - Local, state, or federal agency agreement.
9	21-22	2	Degree or Certificate Type: Use only codes shown on Form 20.
10	23-36	14	Not Used
11	37-40	4	Minimum Credit Hours to Complete: Numeric, PWZ, 999V9
12	41	1	Not Used
13	42-47	6	Curriculum Initial Effective Date: (YYMMDD) Numeric. The date on which the new or revised course should take effect.
14	48-53	6	Curriculum Ending Effective Date: (YYMMDD) Numeric. For Adds (A in Column 80) this date should not be punched. For Changes (C in Column 80) this date represents the time that the old sequence is to be terminated.

CURRICULUM MASTER CARD FORMAT - D6

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
15	54-79	26	Do Not Use: Reserved for data to be entered by ICCB MIS.
16	80	1	Update Code: A - Add; C - Change. NOTE: Adds (A) may only be used in a case where there is no corresponding curriculum prefix and number on file, even in a withdrawn status.

STUDENT COMPLETION CARD FORMAT (C1 CARD)

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1-2	2	Record Type: C1
2	3-5	3	District Number
3	6-7	2	Campus Number
4	8-16	9	Student Identifier
5	17	1	Instructional Term Code: Term in which degree was awarded. 1 - Summer 3 - Fall 4 - Winter 6 - Spring
6	18-19	2	Fiscal Year Degree was Awarded: For 1979-80 (FY 1980) enter 80. For Fall 1979, enter 80.
7	20	1	Type of Completion: 1 - Graduated with degree or certificate 2 - Non-Graduate completer* (completed all required courses in the program except general education requirements and electives) Student Completed Curriculum**
8	21-25	5	Curriculum Prefix: Alpha-numeric. Five digit - left justified. Must be identical to the curriculum prefix as approved on ICCB Form 20 and shown on ICCB Curriculum Master File. If prefix does not match exactly, the C1 card record will be rejected and will have to be resubmitted by the college.
9	26-29	4	Curriculum Number: Alpha-numeric. Four digit - left justified. Must be identical to curriculum number as approved on ICCB Form 20 and shown on ICCB Curriculum Master File.

* Completer of an occupational program refers to a student who finished a planned sequence of courses, services, or activities designed to meet a vocational occupational objective that taught entry-level job skills. This person must have met all requirements of the institution for program completion whether or not he or she graduated from the institution.

** PCS code, HEGIS code, OE code, and Degree/Certificate type will be entered on the student record by a computer program interface with the ICCB Curriculum Master File, Curriculum I.D. number must match the I.D. number on the ICCB Curriculum Master File exactly.

STUDENT COMPLETION CARD FORMAT (C1 CARD)

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
10	30-32	3	Total Credit Hours Earned: Round to nearest whole number - right justified left zero filled - for example, 24 hours would be 024.
11	33-79		Do Not Use
12	80	1	Update Code: A- Add - Use for original submission of C1 Card for a given term. C- Change - Use only to correct or modify an original submission. D- Delete - Use to completely delete an original submission.

STATEWIDE OCCUPATIONAL STUDENT FOLLOW-UP STUDY SURVEY
FS CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1-2	2	FS Follow-Up Survey Card
2	3-5	3	District Number
3	6-7	2	Campus Number - Use 01 for single campus districts
4	8-16	9	Social Security Number
5	17	1	Last Term of Attendance: 1 - Summer 3 - Fall 4 - Winter 6 - Spring
6	18-19	2	Fiscal Year of Last Attendance: (Enter 79 for FY 1979 completers or non-completers)
7	20	1	Student Status (Item "A") 1 - Graduated 2 - Did not graduate, but completed all the required courses in my program 3 - Did not graduate, but completed more than half of the required courses in my program 4 - Did not graduate, completed less than half of the required course in my program 5 - Transferred (either to another program at the community college or to another institution)
8	21	1	Reasons for not continuing enrollment (Item "B") 1 - Plan to re-enroll later 2 - Achieved my objective 3 - Changed career objectives 4 - Not satisfied with instruction 5 - Other reasons Blank - No response to item

For next 10 items, use these codes (responses to Item C on survey).
1 - Very Good 3 - Average 5 - Very Poor Blank - No Response
2 - Good 4 - Poor 6 - Not Applicable to Item

9	22	1	Financial Aid
10	23	1	Career Counseling
11	24	1	Job Placement

STATEWIDE OCCUPATIONAL FOLLOW-UP STUDY EMPLOYER SURVEY
FE CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1-2	2	FE Employer Follow-Up Survey Card
2	3-5	3	District Number
3	6-7	2	Campus Number - Use 01 for single campus districts
4	8-16	9	Social Security Number
5	17-19	1	Not Used
For next 4 items, use these codes (responses to Item "1" and "2" on survey) 1 - Very Good 3 - Neutral 5 - Very Poor 2 - Good 4 - Poor Blank - No Response to Item			
6	20	1	Technical Knowledge
7	21	1	Work Attitude
8	22	1	Work Quality
9	23	1	Overall Rating at Training (Item "2")
10	24	1	Relative Preparation of Student (Item "3") 1 - No basis for comparison 2 - Individual is better prepared 3 - Both are about the same 4 - Individual is less prepared
11	25-74	50	Not Used
12	75	1	No response to survey/student deceased
13	76-79	4	Not Used
14	80	1	Update Code: A - Add C - Change D - Delete

Name:_____

Address:_____

Soc. Security No.:_____

Telephone No.:_____

If there are any changes in the label, please correct.

A. Which of the following best describes your status as of the end of the last term of attendance at the community college? (Check only one)

1. _____ Graduated.
2. _____ Did not graduate, but completed all of the required courses in my program.
3. _____ Did not graduate, but completed more than half of the required courses in my program.
4. _____ Did not graduate, completed less than half of the required courses in my program.
5. _____ Transferred (transferred to another program at the community college or transferred to another institution.)

B. If you did not complete the program for which you were enrolled, please check the one response which best describes your reason for not continuing your enrollment at our college:

1. _____ I temporarily discontinued my enrollment, but I plan to re-enroll later and complete the program in which I was enrolled.
2. _____ I completed the courses that I desired and achieved my objectives for enrolling at the college without completing the program.
3. _____ I changed my career objectives and do not plan to re-enroll in the same program.
4. _____ I was not satisfied with the instruction at the college. (Please specify on the back page or attach a note if you like.)
5. _____ I did not continue my enrollment for other reasons (Please specify)_____

_____

_____

C. Please rate those college services below that you have utilized according to how well they fulfilled your own individual needs by marking each item with a number corresponding to the following codes.

1 - Very Good
2 - Good
3 - Average
4 - Poor
5 - Very Poor
6 - Not Applicable

1. _____ Financial Aid
2. _____ Career Counseling
3. _____ Job Placement
4. _____ Academic Counseling
5. _____ Tutoring Services
6. _____ Veteran Services
7. _____ Student Activities
8. _____ Library Services
9. _____ Instruction in Occupational Courses
10. _____ Instruction in Non-Occupational Courses

D. How helpful was your community college education in each of the areas listed below. Mark each item with the number of the most appropriate response to each statement using the following codes:

1 - Very Helpful
2 - Somewhat Helpful
3 - Of No Help
4 - Not Applicable

1. _____ Preparation for a specific job
2. _____ Obtaining a job
3. _____ Performance and advancement in present job
4. _____ Development of more effective communication skills
5. _____ Improvement of my personal relationships with others
6. _____ Development of my ability to think critically
7. _____ Identification and development of life goals and values
8. _____ Understanding myself better
9. _____ Becoming more involved with my community
10. _____ Increasing my aesthetic appreciation (such as art, music, and literature)
11. _____ Making more effective use of my time

E. What was your main objective in attending our college?

1. _____ Obtain a degree or certificate for job entry
2. _____ Improve skills needed in present job
3. _____ Explore courses to decide on a career
4. _____ Take course work for transfer to another college
5. _____ Personal interest or self-development

F. How successful were you in meeting your objectives?

1. _____ Very successful
2. _____ Somewhat successful
3. _____ Not successful
4. _____ Not sure

G. What is your current educational status?

1. _____ Full-time student
2. _____ Part-time student
3. _____ Not enrolled in school

COMPLETE ITEM H ONLY IF YOU ARE CONTINUING YOUR EDUCATION

H. Institution Attending: _____
Program of Study: _____

I. What is your present employment status?

1. _____ Employed, Full-Time
2. _____ Employed, Part-Time
3. _____ Full-Time Military Service
4. _____ Unemployed, Seeking Employment
5. _____ Unavailable for Employment
Indicate reason below:
_____ a. Full-Time Student
_____ b. Full-Time Homemaker
_____ c. Health Disability
_____ d. Family Responsibilities
_____ e. Prefer Not to Move to New Locality
_____ f. Other: _____

COMPLETE THIS PART OF SURVEY ONLY IF YOU ARE EMPLOYED
(EMPLOYED INCLUDES FULL-TIME MILITARY SERVICE)

IF YOU ARE NOT EMPLOYED, THE PREVIOUS PAGE COMPLETES THE SURVEY.
PLEASE RETURN THE SURVEY IN THE ENVELOPE PROVIDED.
THANK YOU VERY MUCH FOR HELPING US EVALUATE THE
COLLEGE'S PROGRAMS AND SERVICES

J. If your are currently employed, how closely related is your present job to the program completed at our college?

1. _____ Related
2. _____ Not Related

K. If your current job is not related, have you been employed in a job related to the program completed since leaving our college?

1. _____ Yes
2. _____ No

L. If your present job is not related, have you been employed in a job related to the program completed since leaving our college?

1. _____ Transferred to a college or university
2. _____ Preferred to work in another field
3. _____ Found better paying job in another field
4. _____ Could not find a job in field of preparation
5. _____ Worked previously in field of preparation, but changed
6. _____ Preferred not to move to a new locality
7. _____ Other (Describe)_____

M. If you are employed full-time or part-time, please indicate your gross salary; this is, before deductions.

$_____ per _____ (Choose only one of the following:)
1 - Year
2 - Month
3 - Week
4 - Hour

N. The salary in the item above is based on _____ hours per week on the average.

O. Were you employed in your present job prior to your enrollment in the program completed at our college?

1. _____ Yes
2. _____ No

P. In general, how satisfied are you with your present job? (Check only one)

1. _____ Very Satisfied
2. _____ Satisfied
3. _____ Not Sure
4. _____ Dissatisfied
5. _____ Very Dissatisfied

Q. How helpful was each of the sources listed below in attempting to find your first job upon leaving our college? Mark the number of the appropriate response to each source by using the following code:

1 - Very Helpful
2 - Somewhat Helpful
3 - Of No Help
4 - Does Not Apply

1. _____ College Placement Office
2. _____ Program Coordinator of College Faculty
3. _____ College Internship or On-the-Job Training Program
4. _____ Illinois State Job Services Agency
5. _____ Private Employment Agency
6. _____ Friends or Relatives
7. _____ Other (Please indicate) _____

R. What is the location of your primary place of employment? (Check only one).

1. _____ Within our community college district
2. _____ Not in our college district but in Illinois
3. _____ Outside of Illinois

S. Please indicate the following information about your present position:

1. Firm or employer _____
2. Employer address _____
3. Supervisor's name _____
4. Exact title of your position _____
5. Primary job function _____

T. May we have your permission to contact your employer for additional information?

1. _____ Yes
2. _____ No

Please make any comments that you feel will let us know the impact of your education at the community college for you personally whether good or bad.

_____

_____

_____

_____

_____

_____

THANK YOU VERY MUCH FOR ASSISTING US IN EVALUATING THE COLLEGE PROGRAMS AND SERVICES

Appendix A

Copies of Course and Curriculum Approval Request Forms

(Form 15 and Form 20)

STEPS IN CURRICULUM APPROVAL PROCESS

1. Campuses shall submit to the ICCB Program Staff curriculum approval forms (Form 20).

2. The ICCB Program Staff acts upon the request and submits on ICCB computer master file showing proper status (pending, approved, disapproved, or withdrawn).

3. An update report (computer printout) is sent to the campus MIS liaison person each week showing all transactions which have occurred to the master file for his college during the previous week.

4. The update from "pending" status to "approval" status or some other appropriate status is entered by the ICCB Program Staff for a given course at the time the action is taken. This will appear on the next update printout.

5. A copy of Form 20 together with other required forms, if any, is sent back to the campus showing the ICCB Program Staff action.

6. A complete listing of curricula on the ICCB computer file will be sent to the MIS liaison person in the respective colleges during January and July of each year. Listings will also be available upon request.

7. All additions and changes to curricula must be submitted on the Form 20.

INSTRUCTIONS FOR FORM 20

1. Requests for Approval of New Curricula:

   All items of Form 20 need to be completed when requesting the approval of a new curriculum except the sequence key and the curriculum ending effective date (withdrawal date). Request for new curricula are to be coded with A-Add. The minimum credit hour field has one decimal place. For example, if the minimum credit hour is 62, it should be entered as 062.0.

2. Requests for Changes in Existing Curricula (Includes Withdrawals):

   To change any items on a presently existing curriculum (except a change in curriculum prefix or curriculum number), follow the procedure below:

   A. Complete all items at the top of the form which are enclosed in the horizontal box.
   B. Indicate the sequence key of the printout of the curriculum which is being changed (items in square box).
   C. Indicate the Curriculum Ending Effective Date of the curriculum being changed. This is the last day the current curriculum will have approval status.
   D. Complete the item that you desire to change and circle this in red.
   E. Indicate the Curriculum Intital Effective Date. This is the effective date of the change requested. (Must be prior to start of the first term offered.)

3. For Changes in Curriculum Prefix or Curriculum Number:

Since the curriculum prefix and curriculum number determine the unique curriculum identifier, any changes in curriculum prefix or curriculum number must be made by submitting two Form 20's. The first Form 20 will be used for ending out the curriculum with the old prefix and number. This Form 20 should contain a Code C in Column 80 with the appropriate ending effective date. The second From 20 must contain the new curriculum prefix and number with all of the information completed on the Form 20 similar to the procedure for adding a curriculum, including an A in Column 80.

4. Cooperative Programs:

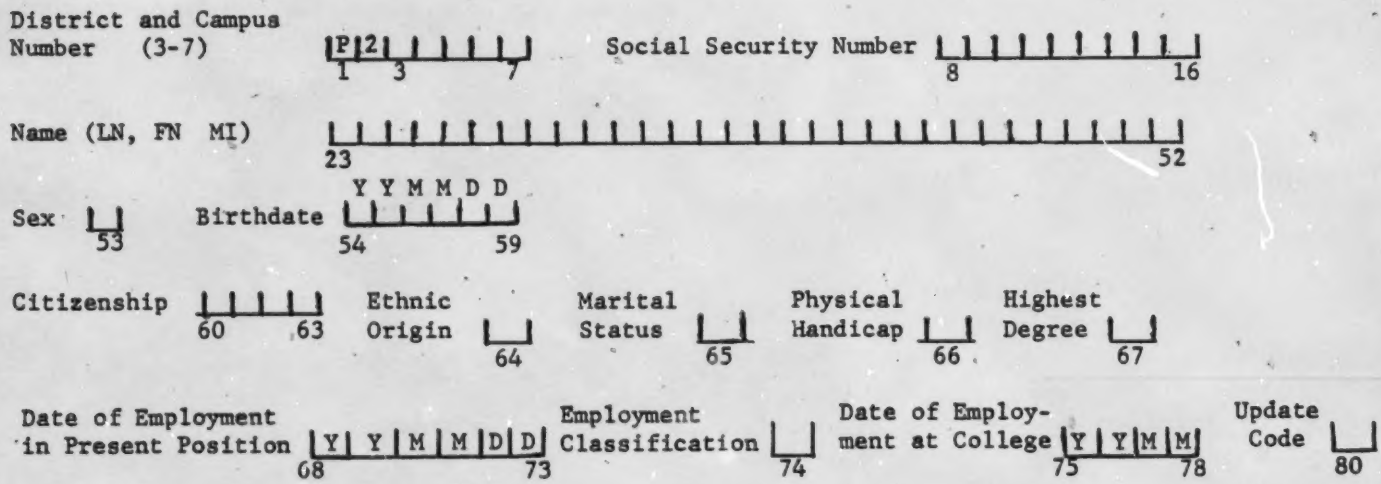
For all cooperative programs, list the type of cooperative (01 through 07) programs and the name of the cooperating institution or agency.

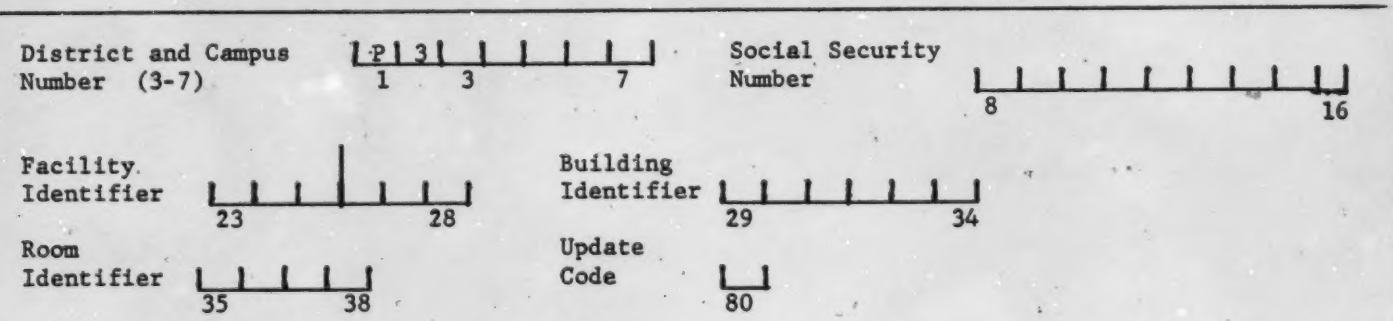
Appendix B

Copies of Keypunch Forms for the Faculty and Facility Data Formats

FACULTY AND STAFF INFORMATION P2, P3 Card Format

Faculty Data Worksheet #1

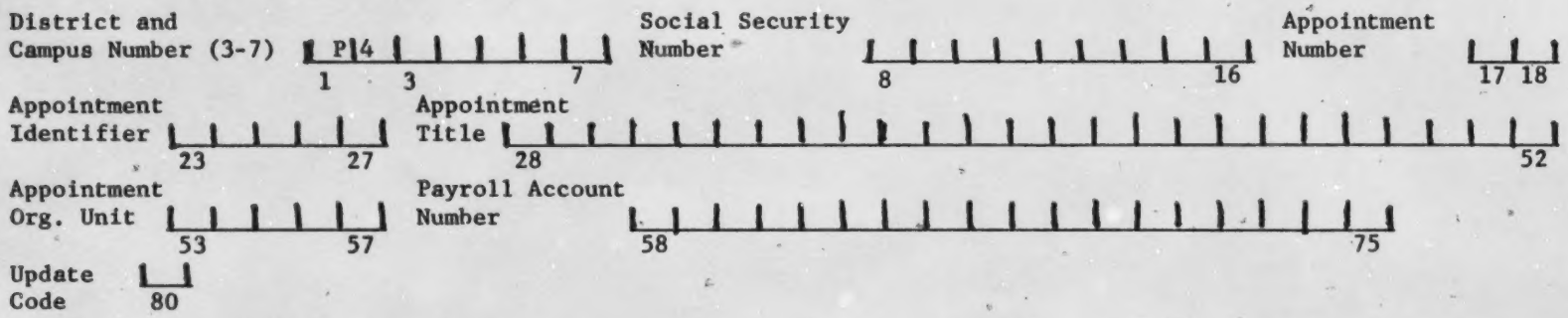




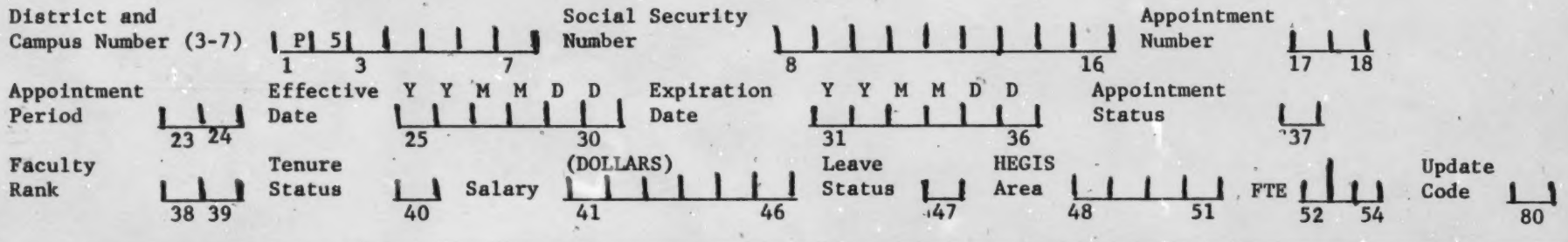
Fill out a P2 and a P3 for each person reported.

NOTE: Key on any P card in Columns 1 - 22.

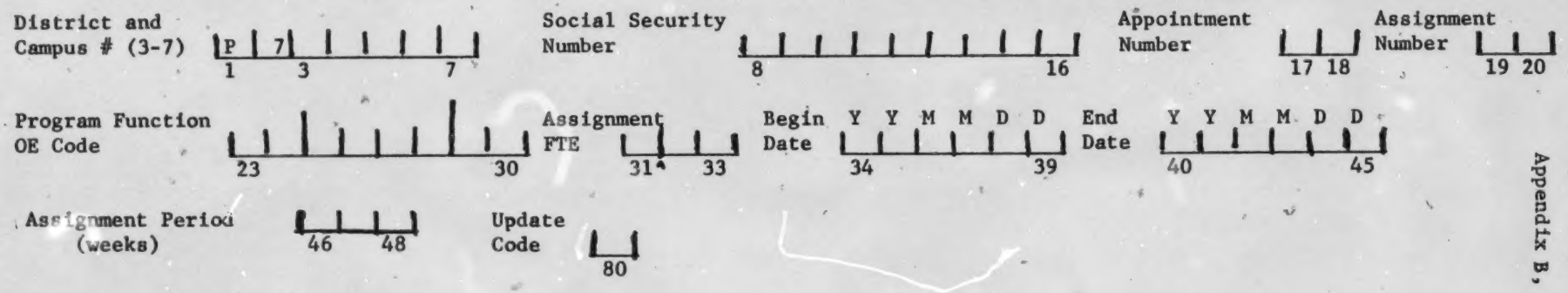
APPOINTMENT DATA P4, P5 CARD FORMAT



ASSIGNMENTS P7 CARD FORMAT

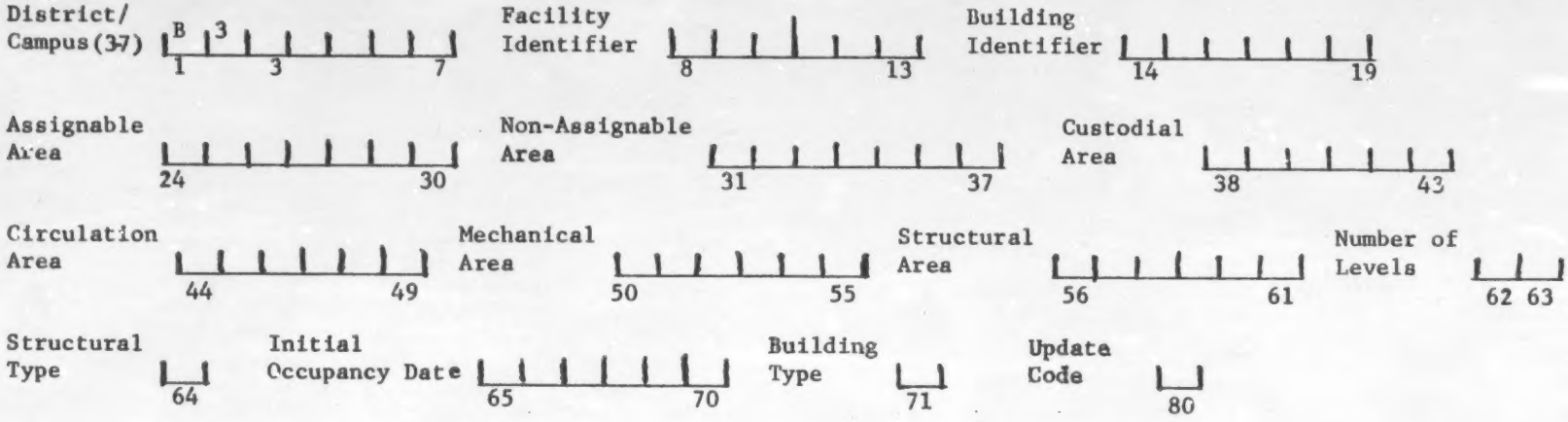


FACULTY DATA WORKSHEET #2

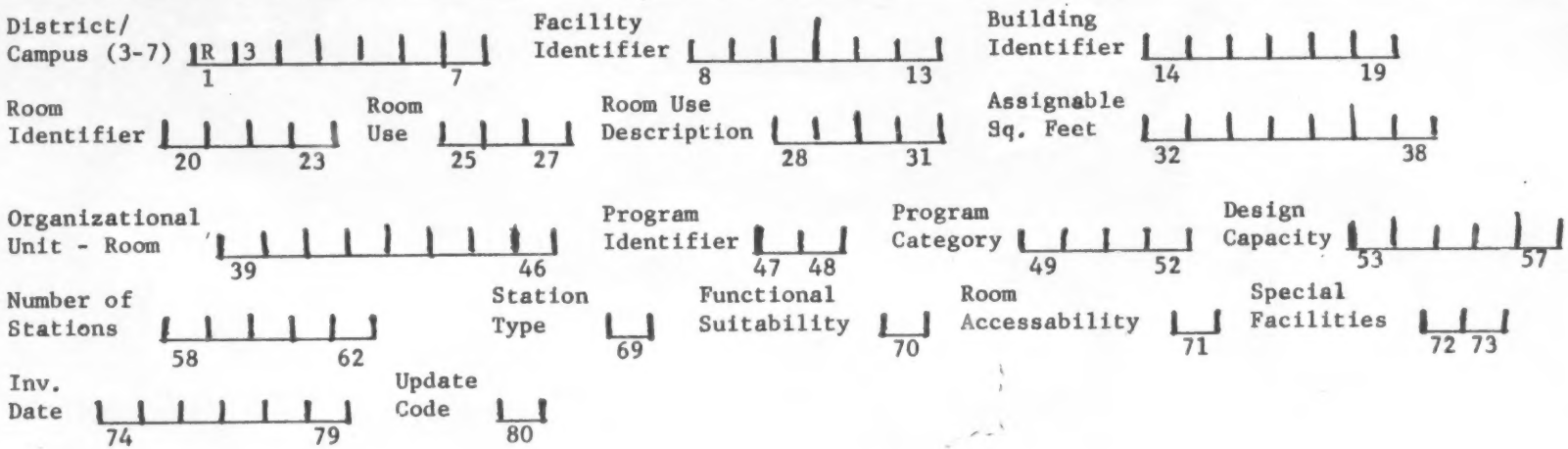


FACILITY INVENTORY - BUILDING B3 Card Format

Worksheet #2

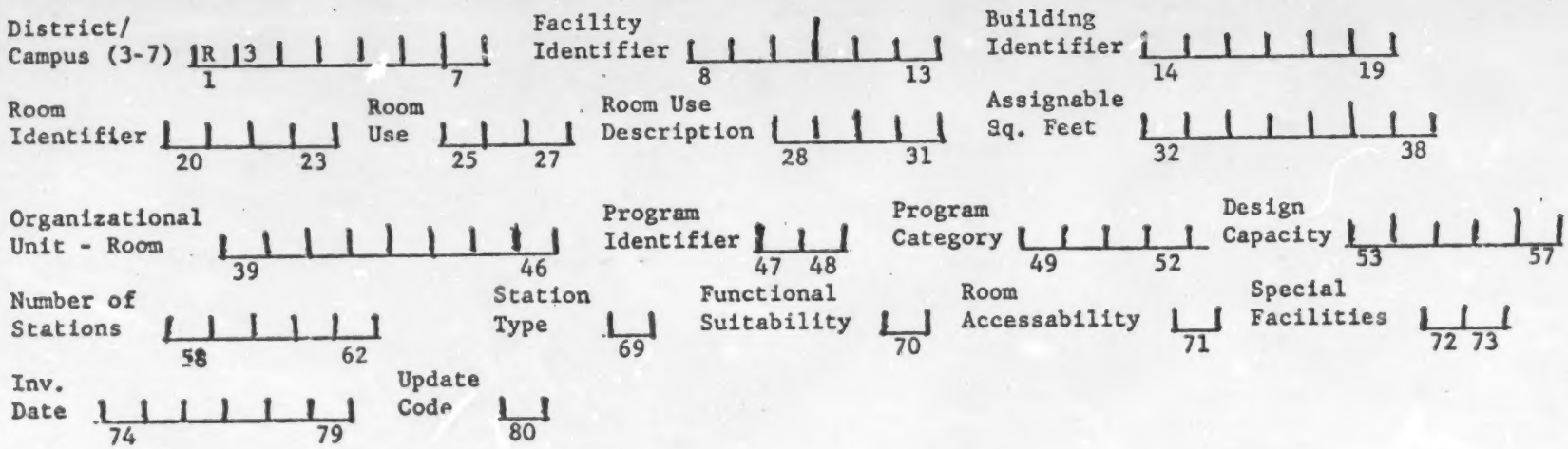


FACILITY INVENTORY - ROOMS R-3

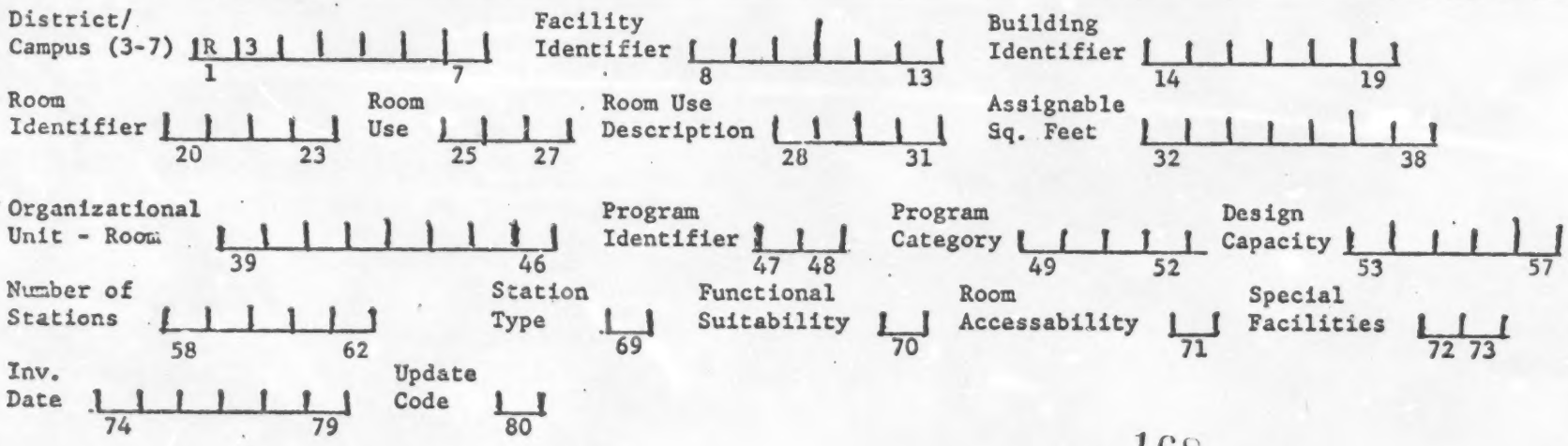


NOTE: Key area in Columns 1 - 23 on any Facility Card.

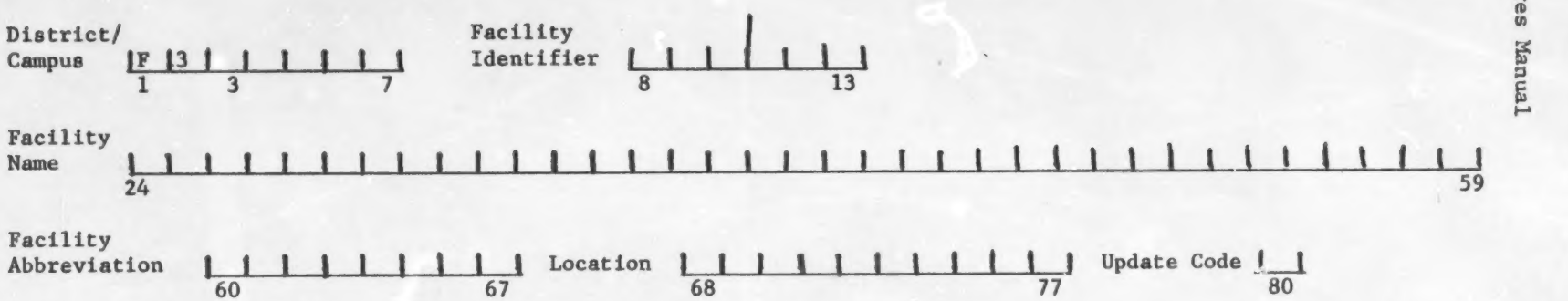
FACILITY INVENTORY - ROOMS R3 Card Format

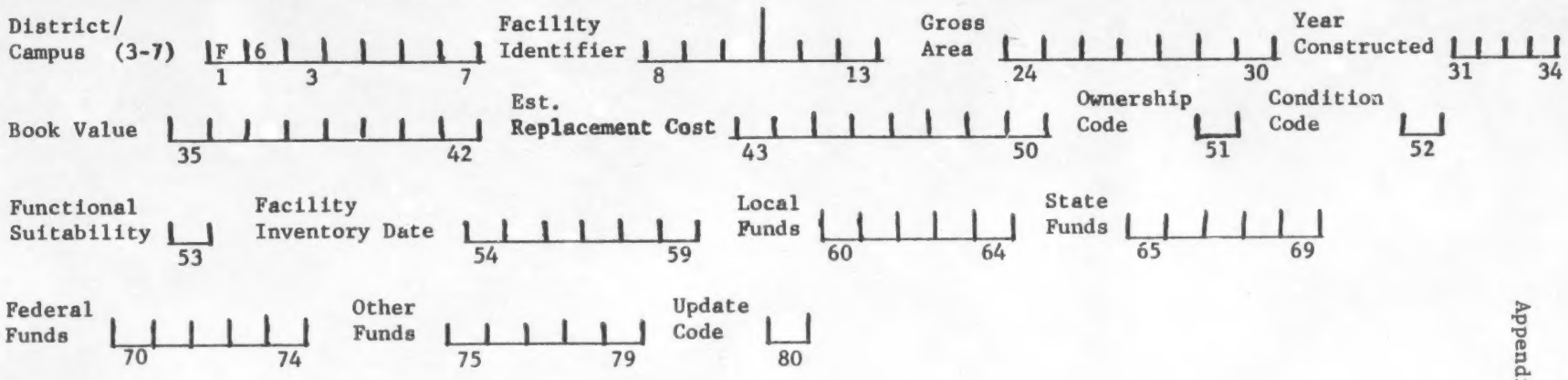


FACILITY INVENTORY - ROOMS R 3



FACILITY INVENTORY FACILITIES F3 and F6 Card Format Worksheet #1





APPENDIX C HAS BEEN DELETED DUE TO
IRREPRODUCIBILITY

Appendix C

Keypunch and Verification Instructions for Course and
Curriculum Master File Cards

UNIVERSITY OF CALIFORNIA
ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

SEP 26 1980

STUDENT ENROLLMENT CARD FORMAT (E1 AND E2 CARDS)

	ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
	23	61	1	Type of Attendance: The type of attendance that accounts for the majority of the credit hours for which a student is enrolled. If half or more of the enrollment is on-campus, consider the student as on-campus.

Code	Classification
C	On-Campus
F	Off-Campus
X	Extension
H	Homestudy

	24	62	1	Time of Attendance: The time of attendance that accounts for the majority of the student's course enrollment. (If one-half or more is day, use day.)

1--Day 7:00 a.m. to 4:59 p.m., Mon.-Fri.
3---Even. 4:59 p.m. to 6:59 a.m., Mon.-Fri.
5--Weekend - Saturday or Sunday

*	25	63	1	Student Intent: The primary objective of the student for attending the community college. This data should be collected for all students and will be used in the ICCB statewide follow-up studies.

1--Prepare for a future job
2--Improve skills needed in present job
3--Explore courses to decide on a career
4--Course work for transfer to another college
5--To remedy or review basic educational or vocational skills
6--Personal interest or self-development
7--Other
--Unknown (leave blank)

* Data in Item #25 is essential for the ICCB Statewide Occupational Follow-Up Study.

STUDENT ENROLLMENT CARD FORMAT
(E1 AND E2 CARDS

	ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
	26	64-65	2	High School Percentile Rank (Optional)
	27	66-67	2	ACT Composite Score (Optional)
	28	68-69	2	High School Graduation or GED Test Completion Year: Enter last two digits of year in which student completed high school diploma or GED test. Enter "No" if student does not have a high school diploma or GED certificate. Leave blank if unknown.
*	29	70-71	2	Handicapped Status: (Optional--To be used only if this data is desired in the MIS produced VEDS reports)
*	30	72	1	Limited English Speaking Status: (Optional--To be used only if this data is desired in the MIS produced VEDS reports)
*	31	73	1	Disadvantaged Status: (Optional--To be used only if this data is desired in the MIS produced VEDS reports)

Instructional Setting Codes: To be used for Items 32 through 34
1--Mainstream No Support 2--Mainstream with Support Services 3--Separate 0--Not Applicable or Unknown

	32	74	1	Instructional Setting for Handicapped Status: See Codes Above
	33	75	1	Instructional Setting for Limited English Speaking Status: See Codes Above
	34	76	1	Instructional Setting for Disadvantaged Status: See Codes Above
	35	77	1	Instructional Approach 0--Not Applicable or Unknown 1--Co-Op 2--Apprentice

*A student can be classified by as many special needs categories of handicapped, limited English speaking and disadvantaged as fits his or her situation. Definitions of handicapped, limited English speaking, disadvantaged, instructional setting, and instructional approach begin on the next page.

FACULTY AND STAFF INFORMATION P3 CARD FORMAT

(Optional Card - Not Required by ICCB - Required on IBHE Space Survey and Can be Used for Facility Utilization)

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - P
2	2	1	Card Number - 3
3	3-5	3	District Number
4	6-7	2	Campus Number
5	8-16	9	Social Security Number: (same as P2 card)
6	17-22	6	Not Used
			---------- End of Key Area ----------
7	23-28	6	Facility Identifier: Alpha-Numeric--Facility Code of Employee's Office Assignment Columns 23, 24, 25 - Must be filled in (left justified) ONC - On-Campus facilities OFF - Off-Campus facilities EXT - Extension facilities FOR - Foreign Countries Columns 26, 27, 28 - Unique Facilities Identifier Must be completed for on-campus facilities. May be left blank for off-campus or extension facilities
8	29-34	6	Building Identifier: Building code of Employee's Office. (See note above; also see detailed format for S6 card, Item 14) (left justified alpha numeric)
9	35-38	4	Room Identifier: Alpha-Numeric Room Number of Employee's Office (see note above; also see detailed card format for S6 card, Item 15)
10	39-79	41	Not Used
11	80	1	Update Codes: A-Add, C-Change, D-Delete

NOTE: facilities, buildings, and room identifiers must match the identifiers reported on the facilities inventory data and on the course resource data submitted on S6 cards

NOTE: P3 cards are filled out for faculty and staff who have assigned office only.

FACULTY APPOINTMENT INFORMATION P4 CARD FORMAT

(This Card for Local Use Only; Not for Submission to ICCB)

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - P
2	1	1	Card Number - 4
3	3-5	3	District Number
4	6-7	2	Campus Number
5	8-16	9	Social Security Number
6	17-18	2	Appointment Number: (2 digit numeric; precede with zero) Sequential number of appointments for each employee, beginning each fiscal year 01 - first appointment 02 - second appointment
7	19-22	4	Not Used
			---------- End of Key Area ----------
8	23-27	5	Apportionment Identifier: Alpha-numeric - left justified institutionally determined identifier of the appointment Examples: CHAIR - Division Chairman ADM - Administrator INST - Instructor COUN - Counselor
9	28-52	25	Appointment Title: (Alpha-left justified) Title of the appointment
10	53-57	5	Appointment Organizational Unit: Alpha-numeric-left justified. Locally named identifier of division to which appointment is made. Examples: ENG - English Division PSYCH - Psychology STSR - Student Services Division
11	58-75	18	Payroll Account Number: (Numeric - fill with zeros) Employee's payroll number
12	76-79	4	Update Code: A-Add, C-Change, D-Delete

Note: For Multiple Appointment, complete multiple P4 cards.

B3 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
15	64	1	Structural Type: Numeric codes that designate the construction components of the builing. 1. Load-bearing masonry wall and steel 2. Load-bearing masonry and re-enforced concrete 3. Steel skeleton and masonry walls 4. Steel skeleton and curtain walls 5. Reinforced concrete 6. Wood frame 7. Other
16	65-70	6	Initial Occupancy Date: Date the building was first occupied, in YYMMDD form.
17	71	1	Building Type: P - Permanent I - Interim (temporary) U - Not usable for any purpose
18	72-79	8	Not Used
19	80	1	Update Code: A-Add, C-Change, D-Delete

Note: Check DHEW Publication No. (OE) 74-11424 Facilities Inventory and Classification Manual, 1973, for detailed definitions, explanations, and procedures for doing facilities inventory.

ROOM INVENTORY DATA, R3 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - R
2	2	1	Card Number - 3
3	3-5	3	District Number
4	6-7	2	Campus Number: PWZ
5	8-13	6	Facility Identifier: First three columns must contain one of the following: Column 8, 9, 10 ONC - On-Campus OFF - Off-Campus EXT - Extension FOR - Foreign Column 11, 12, 13 Must contain locally assigned identifier (must be unique) (left justified, alpha-numeric)
6	14-19	6	Building Identifier: Locally assigned - alpha-numeric identifier of building (must be unique)
7	20-23	4	Room Identifier: Locally determined room identifier - alpha-numeric, left justifed (must be unique)
----------			End of Key Area ----------
8	24	1	Not Used
9	25-27	3	Room Use: Primary use of rooms in accordance with the Higher Education Facilities Inventory and Classification Manual (Romney, 1972) Appendix 6.2; pages 47-81
10	28-31	4	Room Use Description: Institutionally defined code to be used in addition to Room Use Type.
11	32-38	7	Assignable Square Feet (area):
12	39-46	8	Organizational-Unit-Room: (alpha-numeric - left justified) An institutionally defined code (name) for the organizational unit to which the room is assigend.

STATEWIDE OCCUPATIONAL STUDENT FOLLOW-UP STUDY SURVEY
FS CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
12	25	1	Academic Counseling
13	26	1	Tutoring Services
14	27	1	Veteran Services
15	28	1	Student Activities
16	29	1	Library Services
17	30	1	Instruction in Occupational Courses
18	31	1	Instruction in Non-Occupational Courses
For the next 11 items, use these codes (responses to Item "D" on survey). 1 - Very Helpful 2 - Somewhat Helpful 3 - Of No Help 4 - Not Applicable Blank - No Response to Item			
19	32	1	Preparation for a specific job
20	33	1	Obtaining a job
21	34	1	Performance and advancement in present job
22	35	1	Development of more effective communication skills
23	36	1	Improvement of my personal relationships with others
24	37	1	Development of my ability to think critically
25	38	1	Identification and development of life goals and values
26	39	1	Understanding myself better
27	40	1	Becoming more involved with my community
28	41	1	Increasing my aesthetic appreciation (such as art, music, and literature)
29	42	1	Making more effective use of my time
30	43	1	Objectives for Attending College (Item "E") Code: 1 - Obtain a degree or certificate for job entry 2 - Improve skills needed in present job 3 - Explore courses to decide on a career 4 - Take course work for transfer to another college 5 - Personal interest or self-development Blank - No response to this item

STATEWIDE OCCUPATIONAL STUDENT FOLLOW-UP STUDY SURVEY
FS CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
31	44	1	Success of Objective (Item "F") Code: 1 - Very successful 2 - Somewhat successful 3 - Not successful 4 - Not sure Blank - No response to this item
32	45	1	Educational Status (Item "G") Code: 1 - Currently Full-Time Student 2 - Current Part-Time Student 3 - Not Enrolled in school Blank - No response to this item
33	46	1	Relationship of Present Program to Community College Program (Item "H") Code: 1 - Same Field 2 - Related Field 3 - Unrelated Field Blank - No response to this item
34	47	1	Employment Status (Item "I") Code: 1 - Employed, full-time 2 - Employed, part-time 3 - Full-time military service 4 - Unemployed, seeking employment 5 - Unavailable for employment Blank - No response to this item
35	48	1	If unavailable for employment (reason) Code: 1 - Full-time student 2 - Full-time homemaker 3 - Health disability 4 - Family responsibilities 5 - Prefer not to move to new locality 6 - Other Blank - No response to this item
36	49	1	Relationship of Present Job to Community College Program (Item "J") Code: 1 - Related 2 - Not related Blank - No response to this item
37	50	1	Response to Item "K" Code: 1 - Yes 2 - No Blank - No response to this item

APPOINTMENT DATA, P5 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - P
2	1	1	Card Number - 5
3	3-5	3	District Number
4	6-7	2	Campus Number
5	8-16	9	Social Security Number
6	17-18	2	Appointment Number: (2 digit numeric; precede with zero) Sequential number of appointments for each employee, beginning each fiscal year 01 - first appointment 02 - second appointment
7	19-22	4	Not Used
----------			End of Key Area ----------
8	23-24	2	Appointment Period (weeks): (Numeric - PWZ) Number of weeks for which the appointment is effective. Examples: 39 - academic year (instructor) 48 - Eleven months (division chairman) 52 - full year (administrator)
9	25-30	6	Effective Date: Date on which the appointment begins in YYMMDD form. Examples: 75 09 10 - September 10, 1975 75 07 01 - July 1, 1975
10	31-36	6	Expiration Date: Date on which the appointment expires in YYMMDD form. Examples: 76 05 20 - May 20, 1976 76 06 30 - June 30, 1976
11	37	1	Appointment Status: (alpha codes) F - full-time P - part-time I - irregular

P5 CARD

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
12	38	1	Faculty Rank: (Use alpha codes) If your college does not use rank use "U" for undersignated Codes P - Professor A - Associate Professor S - Assistant Professor I - Instructor L - Lecturer T - Teaching Assistant R - Research Assistant U - Undesignated O - Other
13	39	1	Do Not Use
14	40	1	Tenure Status: (Use alpha codes) Codes T - Tenured E - Eligible for tenure N - Not eligible for tenure X - Position not eligible for tenure U - Untenured (may be used in lieu of E, N, and X)
15	41-46	6	Salary: (Numeric - reported in dollars - P W Z) Total salary paid for the appointment during the fiscal year Examples: enter $12,000 012000 $ 557 000557
16	47	1	Leave Status: (alpha code) If not on leave, leave blank. Codes S - Sabbatical C - Sickness or convalescent leave M - Military leave P - Leave with pay W - Leave without pay O - Other X - Unknown
17	48-49	2	PCS Code: (Numeric Code) Two-digit PCS Code of the Appointment Examples: 1.1 Baccalaureate Instruction 6.1 Executive Administration 5.3 Counseling

(See Section III, Page 1)

ROOM INVENTORY DATA, R3 CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
13	47-48	2	Program Identifier: (two-digit HEGIS Program Code) See Program Classification Categories, Appendix 6.3 DHEW Publication No. (OE) 74-11424 Facilites Inventory and Classification Manual, 1973 Examples: 1.1 General Academic 1.2 Occupational 4.1 Library 5.3 Counseling
14	49-52	4	Program Category: Four digit HEGIS Discipline Code See Appendix 6.4, of DHEW Publication No. (OE) 74-11424 Facilities Inventory and Classification Manual, 1973
15	53-57	5	Design Capacity: (Numeric - P W Z) The number of stations which a room is designed to accommodate at one time when used in the manner originally intended.
16	58-62	5	Actual Number of Stations: (Numeric P W Z)
17	63-68	6	Not Used
18	69	1	Station Type: (alpha code) Institutionally defined type of station in a room.
19	70	1	Function Suitability: (alpha code) S - Satisfactory M - Needs Major Renovation N - Needs Equipment I - Inadequate
20	71	1	Room Accessibility: (alpha code) Accessibility to a wheelchair person Y - Yes N - No X - Unknown
21	72-73	2	Special Facilities and Equipment Availability (Special Use Codes to be Developed)
22	74-79	6	Room Inventory Date: Date of this room inventory in YYMMDD form.
23	80	1	Update Code: A - Add, C - Change, D - Delete

COURSE MASTER CARD FORMAT - M3

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
1	1	1	Card Type - M
2	2	1	Card Number - 3
3	3-5	3	District Number
4	6-7	2	Campus Number: Two-digit numeric, precede with zeros.
5	8-12	5	Course Identification Prefix: Alpha-numeric, left justify.
6	13-16	4	Course Identification Number: Alpha-numeric, left justify.
7	17-18	2	Sequence Key: Numeric, PWZ. Note that the sequence key is punched only for changes. For example, a course master file list shows the following course:

Course ID	Course Num	Seq	Course	Title
MATH	0101	01	College	Algebra

If the course title is to be changed to "BASIC MATHEMATICS", then an M3 and M6 card would need to be punched with a "C" in Column 80 and an "01" in the sequence key. In other words, keypunch only the sequence number of the record that you wish to change.

8	19-54	36	Course Title: Alpha-numeric, left justify.
9	55-56	2	Program Classification Code: Numeric. Use only the following codes:

11 - Baccalaureate
12 - Occupational
13 - Non-credit Community Education
14 - Remedial/Developmental
15 - General Studies
16 - Development and/or Review of Vocational Skills

10	57-60	4	HEGIS Code: Numeric. Use only the following following ranges by PCS category.

STATEWIDE OCCUPATIONAL STUDENT FOLLOW-UP STUDY SURVEY
FS CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
38	51	1	Response to Item "L" Code: 1 - Transferred to a college or university 2 - Preferred to work in another field 3 - Found better paying job in another field 4 - Could not find a job in field of preparation 5 - Worked previously in field of preparation, but changed 6 - Preferred not to move to new locality 7 - Other Blank - No response to this item
39	52-58	7	Salary Data (Item "M"-Part 1) Seven digit numeric field 99999V99 - 2 decimal places. If salary is over $100,000, punch $99999.
40	59	1	Salary Data (Item "M"-Part II) 1 - Year 2 - Month 3 - Week 4 - Hour
41	60-61	2	Response to Item "N" Two digit numeric field use 00-99. If more than 99 hours reported, enter 99. Blank - No response to this item
42	62	1	Response to Item "O" Code: 1 - Yes 2 - No
43	63	1	Job Satisfaction Item "P" Code: 1 - Very Satisfied 2 - Satisfied 3 - Not sure 4 - Dissatisfied 5 - Very Dissatisfied Blank - No response to this Item

Source of Finding Job: For the next 6 items, use these codes (responses to Item "Q")
1 - Very Helpful
2 - Somewhat Helpful
3 - Of No Help
4 - Does Not Apply
Blank - No response to this item

44	64	1	College placement office
45	65	1	Program coordinator or college faculty
46	66	1	College internship or on-the-job training program

STATEWIDE OCCUPATIONAL STUDENT FOLLOW-UP STUDY SURVEY
FS CARD FORMAT

ITEM	CARD COLUMN	FIELD LENGTH	SUBJECT
47	67	1	Illinois state employment agency
48	68	1	Private employment agency
49	69	1	Friends of relatives
50	70	1	Other
51	71	1	Location of job (Item "Q") Codes: 1 - Within community college district 2 - Not in college district but in Illinois 3 - Outside of Illinois Blank - No response to this item
52	72-74	3	Not Used
53	75	1	Reason for non-completion No response to survey: Value N Deceased student: Value D
54	76-79	4	Four-digit numeric Standard Occupational Classification Code (SOC). Category of the former students present jobs. (To be coded by the college personnel based on student's title and job function as reported in Item "S"). This Item is needed for the DAVTE-VEDS follow-up report.*
55	80	1	Update Code: A - Add C - Change D - Delete

* For a detailed description of the SOC classifications, refer to the document Standard Occupational Classification Manuals 1977. U.S. Department of Commerce, Office of Federal Statistical Policies and Standards. U.S. Publication Number 041-001-0153-1.

ICCB STUDENT DATA BASE USING E1 CARDS

This outine explains some of the key features of the ICCB MIS Student Data Base Module utilizing the E1 card submitted for each student enrolled based on end-of-registration (10th day) of each term.

Purposes of the Student Data Base at the ICCB:

Defines a common set of student data elements that can be developed at the college level which will have standard meaning from college to college.

Provides a common format for submitting basic student data in machine readable form to the ICCB for statewide analysis.

Provides data for community college student characteristic reports and analyses.

Provides data for student-flow and student retention studies.

provides data about the student outputs on an annual basis required by RAMP/CC and useful for college analysis. This includes the number of unduplicated students served annually and the number of student semester hours of credit produced.

Provides basic data about students useful for follow-up studies and other analysis.

Provides data in machine readable form for ICCB and IBHE enrollment reports including both 10th day student enrollment reports and the curriculum enrollment reports.

College Data Input:

The E1 card is utilized for 10th day enrollment reports. This data is submitted each term.

E1 cards for students enrolling after the end of regular registration are submitted at the end of the term and provide data for cummulative enrollment reports.

Individual student data in addition to E1 card data, might be defined and required for special studies as needed. This may be for student-flow or follow-up studies.

The E1 card can generate all the enrollment reports based on student major and other student characteristics. It cannot generate apportionment type FTE enrollment reports which are based on course type. These type of enrollments can be generated from the S3 apportionment data at the ICCB. The colleges also keep enrollment data by course and can produce basic reports by course type.

ICCB Storage and Analysis:

ICCB processes E1 cards sent for 10th day enrollment reports and utilizes the same data for the Curriculum Enrollment Report.

ICCB stores E1 card data on computer tape by fiscal year.

E1 card data are used for student characteristic studies, student-flow analysis, and student retention studies.

Advantages of the E1 Card for Student Data:

The ICCB has a comprehensive data base on students.

Data on E1 cards can be used instead of enrollment reports.

Local community colleges have the capability to provide individual student data on all students.

This system could be implemented with present resources at the ICCB and reduces the data requirements at the college level.

E1 cards can be used to produce curriculum enrollment reports eliminating the need for Z card submission.
The data on the E1 card is not adequate for a comprehensive student data base which is needed at the local level. Also, the E1 cards have to be supplemented by additional data for follow-up studies and other special studies conducted by the ICCB. The ICCB continues to obtain academic characteristic data on community college students directly from ACT and is able to interface this data with the E1 card data for special analysis.

To be able to utilize E1 cards for 10th day enrollment reporting, data on the number of hours of credit completed by the student had to be given up. Although this is good and useful information, it is not needed as frequently as the enrollment data. Hence, this is data that colleges have to report annually in RAMP/CC using the more detailed student data bases that are necessary at the local college level. The community college MIS personnel favor this approach because it is much easier for them to provide a report showing the number of credit hours students complete annually than it is to keep modifying their enrollment reports to satisfy the needs of IBHE and ICCB.